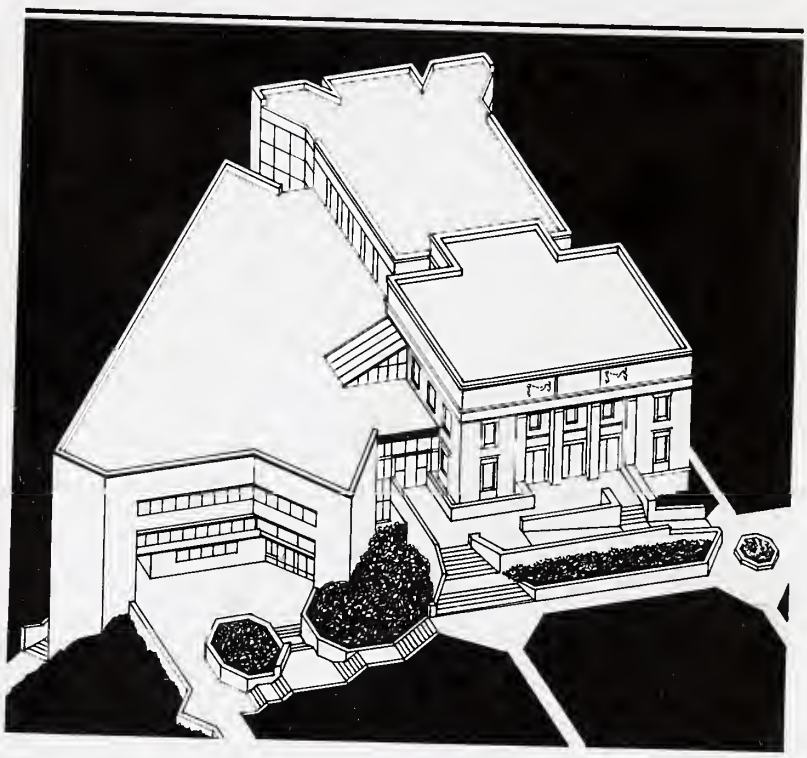

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CATALOG 1991–92

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Nondiscrimination Policy

Denison University does not engage in discrimination in its education, student life, and employment policies against students, prospective students, employees or prospective employees, on the basis of race, color, religion, age, personal handicap, sex, sexual preference, veteran status, and national or ethnic origin. The University complies with requirements of Titles VI and VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1967 as amended, the Rehabilitation Act of 1973, Title IX of the Educational Amendments of 1972, the Veterans Readjustment Act of 1974 and all other applicable federal, state and local statutes, ordinances, and regulations.

Please Note

The policies and practices outlined in this publication may be revised, revoked or supplemented at the discretion of the University subject to reasonable time notifications. They are in no way to be considered contractual obligations.

Catalog
Denison University
1991-92

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History and Purposes

History of Denison

The Denison of today bears little physical resemblance to the institution in its earliest years, yet there is an important continuity from those times to the present. From its beginning, this place has been committed to serving society's need for education. It has endeavored to be, in the words of its first trustees, "a useful Institution suited to the wants, and calculated to promote the welfare of, a rapidly growing and free country."

Founded in December 1831 by the Ohio Baptist Education Society, the school was originally known as the Granville Literary and Theological Institution; it held its first classes in the local Baptist church. A year later it was able to move to its intended farm site a mile west of the village, and its first three students were graduated in 1840. The name was legally changed to Granville College five years later. By 1854 the trustees had agreed not only to move the school to the present site on a hill overlooking the village but also to name it Denison University in honor of William S. Denison, a resident of neighboring Muskingum County who had pledged $10,000 to a crucial endowment campaign.

By the term "university" the trustees then meant that Denison would offer several different courses of study, including work in the sciences leading to "the degree of Bachelor of Science, already adopted in some of the eastern colleges." Graduate programs leading to a master's degree were adopted in 1887, but by the late 1920s, Denison became, by choice, solely an undergraduate institution.

Coeducation came about gradually as well. In December 1832, Granville saddler Charles Sawyer had founded the Granville Female Seminary on what is now Denison's Lower Campus. In 1861 those buildings were sold to the Young Ladies' Institute, a two-year-old Baptist-sponsored enterprise, and by 1866 some Institute women were welcomed in classes "on the hill." Renamed Shepardson College for Women in 1886 at the retirement of the Institute's beloved president, the Rev. Daniel Shepardson, this old "Upper Sem" became part of Denison University in 1900. In 1927 the two were merged under one board of 36 trustees.

Denison University Mission Statement, December 1986

Denison University is an independent residential college of some 2,000 students, 180 faculty members and 21,000 alumni. Founded in 1831 in Granville, Ohio, it attracts to its spacious small-town campus a national student body, together with a growing number of international students. Denison aspires to be a coeducational community of intellectual excellence and moral ideals.

☐ Our curriculum seeks to balance breadth with depth, to build academic specialization upon a liberal arts foundation in the arts, the sciences and the humanities. Responsive to new ways of learning, we will continue to develop interdisciplinary integration of the many forms of knowledge. While we encourage our students to pursue specialized learning in their chosen majors, we also encourage them to desire and develop the framework for a comprehensively integrated intellectual life, spiritually and morally informed.

☐ Our faculty is committed to undergraduate education. As teacher-scholar-advisers, their principal responsibility is effective teaching informed by the best scholarship. Their capacity to guide and inspire students extends also to their research, where we encourage faculty to engage undergraduates as partners in original investigation. We will maintain a low student/faculty ratio (currently 11:1) and close supervision of independent work.

☐ Our student body will remain between 1,900 and 2,100. We will constantly strive to raise academic standards and we will seek to ensure an ever-broader range of racial, ethnic, international and economic backgrounds. Within our means, we will meet the financial needs demonstrated by our students.

☐ The focus of student life at Denison is a concern for the whole person. We seek to provide a living-learning environment sensitive to individual needs yet alert to the basis for community. We also encourage students to engage in a wide range of co-curricular activities involving cooperation and leadership. And we endeavor to promote bodily fitness with healthful recreation and organized athletics.

Finally, we envision our students' lives as based upon rational choice, a firm belief in human dignity, and compassion unlimited by cultural, racial, sexual, religious or economic barriers, and as directed toward an engagement with the central issues of our time.

Accreditation and Recognition

Denison is accredited by the Commission on Institutions of the North Central Association of Colleges and Secondary Schools, which was formed in 1913. Denison is certified by the Ohio Board of Regents to grant three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts.

Denison's program in Education is approved by the State of Ohio Board of Education, and the American Chemical Society accredits the program in chemistry.

Denison's pre-medical program is recognized by all medical schools accredited by the Association of American Medical Colleges.

Denison is a member of the Great Lakes Colleges Association, the Association of American Colleges, the Ohio Colleges Association, the Association of Independent Colleges and Universities of Ohio, the National Association of Independent Colleges and Universities, and several additional national and state associations.

Denison at a Glance

Type of College: Coed, four-year independent college of liberal arts and sciences, founded in 1831.

Location: Granville, Ohio, 27 miles east of Columbus

Campus size: 1200 acres with a 250-acre Biological Reserve

Academic year: Semester system

Academic programs: 35

Optional May Term: Internships and travel seminars

Degrees offered: B.A., B.S., B.F.A.

Phi Beta Kappa chapter: Established 1910

Average class size: 20; student/teacher ratio: 11:1

Total full-time equivalent faculty: 180

Total undergraduates: approximately 2,000

Total alumni: approximately 21,000

Endowment and similar funds: $75,000,000

The Academic Program

Graduation Requirements

The faculty at Denison helps students become self-generating learners, affirms the central importance of intellectual achievement and expects students to achieve some understanding of the broad forms of intellectual activity through a program of General Education and to achieve proficiency in some particular area of knowledge.

To these ends a graduate of Denison will have done at least the following:

☐ earned 127 semester hours of credit;

☐ earned a cumulative grade-point average of at least 2.0, both overall and in the major and minor fields;

☐ taken approximately 13 courses from a variety of areas of knowledge as a part of the General Education program;

☐ majored in some area — either in a department, a program, or an individually-designed area;

☐ successfully completed a comprehensive experience in certain major fields;

☐ resided at Denison for at least six semesters. (Transfer students: four semesters and/or a minimum of 60 hours of courses, not including off-campus study programs.)

Please note that qualifications and further clarification of these requirements appear in various following sections. These requirements apply to all students, unless otherwise noted in the following sections. Note exceptions, in particular, for Bachelor of Fine Arts candidates.

Degrees Available at Denison

Bachelor of Arts

A candidate for the Bachelor of Arts degree who majors in one department must successfully complete a minimum of 24 semester-hours of work. The *maximum number of* credit hours which may be taken in the major by the end of the junior year is 32. Hours in excess of 32 will not count toward the degree.

These maximums do not apply to an interdepartmental or individually designed major. Maximums in these cases are to be worked out with the student's adviser and others.

Bachelor of Arts candidates shall be free to plan their senior program, in consultation with their adviser, to suit individual needs as to depth and breadth of study.

Bachelor of Science

A candidate for the Bachelor of Science degree may pursue coursework in any of the following fields: Biology, Chemistry, Geology, Mathematics or Computer Science, Physics (Astronomy), and Psychology.

A candidate for the Bachelor of Science degree may earn a maximum of 70 semester-hours in the major field and specified related area requirements. At least 24 hours must be earned in the major field.

Bachelor of Fine Arts

A candidate for the Bachelor of Fine Arts degree will major in studio art or theatre and is required to take a minimum of 40 credit hours in that major. The program will be planned with a departmental adviser.

Including two Freshman Studies courses, candidates for the B.F.A. degree are required to complete successfully a minimum of 16 hours credit from General Education courses outside the fine arts, including one General Education course each in the sciences, social sciences, and humanities. In addition, a student will take a minimum of 15 credit hours from the following areas, other than the major area of concentration: art history, dance, music, theatre, cinema, and studio art.

General Education

A life based on rational and humane self-determination, to which all liberal education aspires, requires those skills and understandings of ideas, principles, and methods most common to the major realms of modern knowledge.

In recognition of this need, Denison offers a program of General Education. Students must take certain courses from this program regardless of major field. It is designed to expose the student to broad areas of knowledge that should contribute to the dual goals of vocational success and a happier, more intelligent mode of living.

In some cases courses from the General Education area must be taken in the freshman or sophomore years. Furthermore, since we are eager to build on the academic work students have done before coming to Denison, students may either waive and/or receive credit in these areas by Advanced Placement or Proficiency Testing.

To fulfill faculty expectations in General Education a student must choose from the specified courses in each of the following areas:

Freshman Studies
Areas of Inquiry
Global Studies
Oral Communication

Freshman Studies Requirement

The courses have been designed by our faculty as an introduction to the intellectual and artistic disciplines of the college with the specific needs of freshmen in mind. While they stress academic rigor, they are also attentive to the unique educational needs of first-year students.

The Freshman Studies Program is designed to achieve a number of goals. These include: a) providing courses exclusively for freshmen, with a learning environment which encourages active participation in the learning process, b) increasing significantly the common intellectual and creative experiences of students in order to facilitate more shared efforts, c) enhancing writing skills by having a major writing component in each course, d) introducing various areas of study with the intent of identifying connections between disciplines, and e) developing library and research skills.

Each freshman is required to take two Freshman Studies courses during the first year. One of these must be Freshman Studies 101. The second requirement can be Freshman Studies 102, 103, 104, 105, 106 or 109. Each of the five courses fulfills a General Education Requirement which all students must meet for graduation (within either the Areas of Inquiry or Global Studies requirements).

Director: David O. Woodyard

Freshman Studies 101—WORDS AND IDEAS. The primary goal of this course will be to develop the reading and writing abilities of entering students. Attention will be given to the relationship between careful reading, critical reasoning, and effective writing. Course requirements will include a library assignment needed to complete it. All sections will share common readings, including at least one classic work. Freshman Studies 101 fulfills the writing requirement. **4 credits.**

Freshman Studies 102—AESTHETIC INQUIRY AND THE HUMAN CONDITION. Directed towards the student who has had little exposure to the fine arts, this course attempts to enhance students' critical appreciation as well as their enjoyment of the visual, performing, and environmental arts. Students in all sections will be required to attend a minimum of seven events in the fine arts at Denison and selected off-campus events, as well as the fine arts common hour at which special lectures, films, and media events will be presented. There will be appropriate writing assignments, a library research paper, and readings in common texts. Freshman Studies 102 fulfills the Artistic Inquiry requirement. **4 credits.**

Freshman Studies 103—SCIENTIFIC INQUIRY AND THE HUMAN PROSPECT. The focus of this course is the nature of science and its implications for human society. More specifically it will consider some of the following issues: the contrasts between science and other forms of human inquiry, the processes by which scientists carry out their work, the manner in which scientific concepts affect how we think about humans and human societies, and the underlying values and ethical concerns relating to the use of scientific findings. Freshman Studies 103 fulfills the third Laboratory Science requirement. **4 credits.**

Freshman Studies 104—CRITICAL INQUIRY AND HUMAN EXISTENCE. This course will emphasize critical thinking and ethical discernment from the perspective of religion or philosophy. Students will be challenged to reflect upon the personal, social, and political aspects of their lives. Each class will examine representative positions found in a wide variety of intellectual traditions. It is hoped that students will become aware of the complexities involved in analyzing and justifying the principles and beliefs upon which they are moved to act. In addition to readings and examinations, course work will include a number of writing assignments — to be evaluated both with regard to content and style — as well as a library research project. Freshman Studies 104 fulfills the Critical Inquiry requirement. **4 credits.**

Freshman Studies 105—HISTORICAL INQUIRY AND THE HUMAN CONDITION. This course is designed to expose students to particular themes and periods of history in which the issues of ideological, political, social, and military conflict are of central importance. Although each section focuses on different historical eras and societies, they all will deal in common with the relationship between ideology and conflict in human society. Students will be given an opportunity to study a particular society in depth and to relate that study to the larger world in which we live. Freshman Studies 105 will fulfill some aspect of the Global Studies requirement. **4 credits.**

Freshman Studies 106—SOCIAL INQUIRY AND THE HUMAN CONDITION. This course examines the ways in which the institutional relationships and structures in society influence each other and individuals. Such institutions help to shape political, cultural, political and economic systems, and these systems in turn affect the way individuals and groups of individuals make choices and live their lives. One important focus in all of these sections will address how changes in systems affect individuals and how individuals may effect changes in systems. Freshman Studies 106 fulfills the Social Inquiry requirement. **4 credits.**

Freshman Studies 109—SPECIAL TOPICS IN FRESHMAN STUDIES. Topics taught as Freshman Studies 109 vary from year to year. For 1991-92, Freshman Studies 109 will be a course dealing with Minority/Women's Studies and Human Diversity. **4 credits.**

Areas of Inquiry Requirement

☐ **Textual Inquiry:**

A course which has as its primary focus the close analysis and interpretation of one or more texts.

☐ **Critical Inquiry:**

A course in which students will critically analyze philosophical and religious questions central to the heritage of Western and non-Western civilizations.

☐ **Social Inquiry:**

A course which introduces the scientific study of political, social, or economic issues in the modern industrial world.

☐ **Scientific Inquiry:**

Three courses, including one in the life sciences (Biology or Psychology) and one in the physical sciences (Astronomy, Chemistry, Geology, or Physics.) The third science course can be an additional one-semester course in a life or physical science; it can be an appropriate one-semester college-level course in the Mathematical Sciences; or it can be a cross-disciplinary science course.

☐ **Artistic Inquiry:**

Two courses in Studio Art, Art History, Dance, Music, Theatre, or Cinema. This requirement can be fulfilled with studio or "participatory" courses for at least six hours of cumulative credit.

Global Studies Requirement

☐ **Minority/Women's Studies:**

A course which focuses on some aspects of the experience, identity, and contributions of women and minority groups in 20th century America.

☐ **Foreign Language:**

There are a variety of ways to demonstrate the required skill in foreign language.
(1) You receive credit and waiver for the language requirement if you score 700 or higher on a College Board Achievement Examination in any foreign language.
(2) You receive credit and/or waiver for "adequate" performance on a College Entrance Examination Board Advanced Placement Test. "Adequate" performance is determined by the department.

(3) Denison requires that every student complete the first three semesters or the equivalent in one foreign language. All entering students who have studied a foreign language must take the appropriate placement test during the orientation period. If a student intends to continue a language begun in high school or for which there was other preparation, the placement test determines how many, if any, semesters of that language are necessary.

A student with *two or more years* of high school foreign language exposure will be allowed to enroll in the 111 course in the same language, but *for remedial purposes only.* No academic credit will be awarded or applied toward graduation. Requests for exceptions to this regulation must be submitted in writing to the department chair at least three weeks prior to the term during which the student hopes to enroll in the 111 course. **Exceptions will be granted only under extraordinary circumstances.**

An appropriate course from at least two of the three following categories:

☐ **American Social Institutions:**

A course which focuses on one or more social structures or institutions in America and the principles which shape them.

☐ **Western Studies:**

A course which focuses upon one or more aspects of the origins and development of Western Civilization through the nineteenth century.

☐ **Non-Western Studies:**

A course which investigates the historical, aesthetic, religious, social, political, economic, or ecological foundations and accomplishments of a human society outside the West.

Please Note:

Only two courses from any single department can be used to fulfill the General Education requirements. A course as referred to above may be for either three or four credit hours.

Candidates for the B.A. degree are permitted no more than 32 hours in the major by the conclusion of the junior year. Hours in excess of 32 at the conclusion of the junior year will **not** normally be counted toward graduation.

Candidates for the B.F.A. degree are required to complete successfully a minimum of 16 hours credit in General Education outside the fine arts, including one General Education course each in the sciences, social sciences, and humanities.

Oral Communication Requirement

Proficiency is required and may be demonstrated by passing a special test administered by the Communication Department. Freshmen and sophomore students in particular are strongly urged to take this test. Courses which can fulfill the requirement are: Communication 101, 221, 222, 223, or 231; Theatre & Cinema 121, 123.

Departmental and Interdepartmental Majors

The Denison faculty believes the achievement of some competence within a particular field or in combined fields or some study of a particular issue or problem in depth is essential for an educated person. For some majors this may require completion of a comprehensive examination or culminating learning experience. In discussions with their advisers, students should look ahead to possible majors and make their choices before entering the junior year.

Three options are available: the Departmental Major, the Interdepartmental Major, and the Individually Designed Major.

Art — Art (Studio) or Art History
Biology
Black Studies
Chemistry
Classical Civilization
Communication — Speech Communication or Mass Communication
Dance
East Asian Studies
Economics
English — Literature or Writing
French Area Studies
Geology
History
Latin
Latin American Studies
Mathematical Sciences — Mathematics or Computer Science
Modern Languages — French, German, or Spanish
Music
Philosophy
Philosophy, Politics and Economics
Physical Education
Physics
Political Science
Psychology
Religion
Sociology/Anthropology
Theatre and Cinema — Theatre or Cinema
Women's Studies

The particular requirements are described under Courses of Study in this Catalog.

The Individually Designed Major

A Denison student may design his/her own major. Approval of a proposal for a major will be based on the following criteria:

☐ At least 20% of the total number of hours taken by the student must be in the program declared as a major.

☐ While there is no upper limit on the total number of courses which may be taken in an individually designed major, a student may take no more than 40 hours in one department for the BA and BS degree.

☐ The choice of the individually designed major is subject to the approval of the adviser and the appropriate committee of the Academic Affairs Council. The student should be sponsored by an adviser and other faculty consultants as they deem necessary.

☐ The major should include at least five courses which are other than directed or independent studies. The major should also include at least one directed or independent study suitable to the area of the proposed program.

Individually Designed Majors approved in the last few years include the following titles: "The Psychology of Speech," "Science and Human Values," "American Subcultures," "American Studies," "Biology and Studio Art," "Japanese Studies," and "America and Europe — History and the Literary Imagination," "Religion and Politics," "Philosophies of Science," "Society and the Arts," and "Third World Studies: Latin America."

Students wishing to design their own majors should consult with the director of the Individually Designed Major Committee early in their Denison careers. Approval for the proposal must be completed by November 1 of the student's junior year.

The Minor

A student may undertake a plan of study for a minor. Most departments offering majors, as well as several areas of concentration, have developed a minor program. Please note that University policy prohibits the declaration of more than one minor; furthermore, a student completing more than one major may not declare a minor. **No exceptions will be granted.** Areas with minors approved by the Academic Affairs Council are as follows:

Biology
Black Studies
Chemistry
Cinema
Classical Civilization
Communication
Computer Science
Dance
East Asian Studies
Economics
Education
Educational Studies
English
Environmental Studies
French
Geology
German
History
Latin
Latin American Area Studies
Mathematics
Music
Philosophy
Physical Education
Physics
Political Science
Psychology
Religion
Sociology/Anthropology
Spanish
Theatre
Women's Studies

Each Department determines what constitutes a minor in its program within the following guidelines:

1. A minor shall have two-thirds the number of courses which are required for a major, or no fewer than 19 credit-hours.
2. There shall be structure for the minor as determined by the Department. In other words, a minor shall not be made up of randomly selected courses.
3. If possible, a Department shall have some special requirement for students electing the minor during their senior year, such as participation in the senior seminar, special comprehensive examination questions, or similar requirements corresponding to the requirements for the major.
4. A student may pursue *at most* one minor and may not combine a minor with a double major.

According to Academic Affairs Council judgment, no department or program is required to develop a program of minors.

Educational Planning & Advising

Each incoming student is assigned a faculty adviser who counsels the student in planning his or her academic program. As often as possible, the faculty adviser will be an instructor in one of the student's courses in the first semester.

As a student's major and vocational goals become more clearly defined, it is likely that the student will wish to change to another adviser more familiar with those developing interests. Students may, with the consent of the new faculty adviser, change the officially listed adviser at any time. All changes must be reported to the Office of Academic Services.

During the first year of residence, a student is urged to begin planning his or her own program of study. This program should be suited to the student's particular needs, interests, life aspirations, and career plans. The various academic departments and the faculty adviser, as well as the offices of Student Life, Career Development and Academic Services, will assist students with the planning process.

Good educational planning, based on Denison's tradition of liberal education, should include consideration of educational objectives relating to career plans and personal developmental goals, analysis of high school and first semester Denison experiences and discoveries, course work and off-campus programs being considered, and a tentative choice of major. The student should discuss these issues with his/her faculty adviser.

Since education is an evolutionary process, students are encouraged to explore the breadth of opportunity at Denison in their early years on campus. Modification of academic goals, vocational plans, and prospective majors is common so students should not preclude from consideration any particular range of educational alternatives.

Special Academic Projects

Students have the opportunity to undertake Directed Studies, Independent Studies, Senior Research, and Honors Projects. These are explained below.

Directed Study

A student in good standing is permitted to work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when a student wishes to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. **A Directed Study should not duplicate a course that is regularly offered.** A student who wishes to elect a Directed Study must submit to the Registrar a typed proposal with appropriate departmental approval no later than the first Friday of the semester. Directed studies are normally taken for 3 or 4 credits. The form required for Directed Studies can be obtained from the Office of the Registrar.

Independent Study

Independent Study involves relatively undirected student effort in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new skills.

A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project adviser. The approval must be submitted on the appropriate form to the Registrar at the time of registration and meet certain criteria.

The chief distinction between this option and other options for individual study is that an individual faculty member works with the student only prior to the initiation of the study or at its very beginning and at the completion of the study.

A student may propose an extensive independent project up to the equivalent of a full semester's work. An Independent Study project which constitutes a student's total academic load in a given semester may be done either on or off the campus. Any proposal or combination of proposals to do independent work carrying more than four credit hours must be submitted to the Dean of the College and requires the advance approval of the Individually Designed Major Committee of the Academic Affairs Council. Examples of Independent Studies approved recently include: "An Existential Search for Religion," "Genetics of Sarracenia," "Internship at Warner Amex Qube," "Creativity and the New York Musician," and "Behavioral Studies of the Primates of the Peruvian Amazon."

Senior Research

A student may enroll for Senior Research in his or her final year at Denison. Senior Research requires a major thesis, report or project in the student's field of concentration and carries eight semester-hours of credit for the year. It may be converted to an Honors Project, with the approval of the faculty sponsor for the project, if application is made prior to the fifth week of the second semester. Semester-hours of credit for Senior Research *shall not* be counted toward the maximum hours allowed in the student's major. The form required for Senior Research can be obtained from the Office of the Registrar.

Honors Project

Any senior whose record shows at least a 3.4 grade-point average with the recommendation of his or her department may undertake a two-semester Honors Project in a specific topic related to his or her major field. Such a study must be recommended by the student's academic adviser and the departmental chairperson and be approved by the Academic Affairs Council. If completed successfully, an Honors Project earns eight credit-hours toward graduation and the possibility of graduation with Honors. Please note carefully the explanation on the next page dealing with Graduation with Honors. The form required for Honors Projects can be obtained from the Office of the Dean of the College.

Special Academic Honors

The Dean's List

A student earning a superior academic average is placed on the Dean's List. Normally, less than 15 percent of the student body earns this distinction. Notice of this fine accomplishment is sent to the student's hometown newspaper(s). The Dean's List is placed in public locations on campus.

Academic qualifications for inclusion on the Dean's List require that a 3.500 academic average be maintained for the semester, with no D's, F's, U's, I's, or WF's and that a minimum of 12 academic hours be completed for a grade.

Phi Beta Kappa

The Denison University chapter of Phi Beta Kappa was established in 1910. Election to Phi Beta Kappa takes place during the second semester of the senior year and is based primarily on a record of outstanding academic achievement. Election is also possible during the second semester of the junior year for a student whose academic record is truly exceptional.

Graduation With Honors

A student who meets the general college requirements and the particular requirements for any one of the above degrees may graduate with Honors. There are three levels of Honors.

Highest Honors — Summa Cum Laude

This highest distinction is accorded to students who earn a cumulative grade-point average of 3.8 and receive an A grade on their honors project and the recommendation of their major department (or appropriate committee in the case of an interdepartmental major).

High Honors — Magna Cum Laude

This second highest distinction is accorded to students who earn a cumulative grade-point average of 3.6 and receive an A grade on their honors project or who earn a cumulative grade-point average of 3.8 and receive a B grade on their honors project. The recommendation of the major department, or appropriate committee in the case of an interdepartmental major, also is required for graduation with High Honors.

Honors — Cum Laude

This third distinction is accorded to students who earn a cumulative grade-point average of 3.6 and receive the recommendation of their major department (or appropriate committee in the case of an interdepartmental major) or earn a cumulative grade-point average of 3.4 and receive an A or B on their honors project and the recommendation of their department or appropriate committee.

Please note: The grade point average is computed on the last six or eight semesters, whichever is higher. Departments will explicitly state, late in the second semester of the senior year, that the student is recommended for honors with no qualifications. This recommendation will be based in part upon the student's performance in departmental and related courses, and in part on his or her having exhibited an outstanding breadth and depth of understanding in the field of study. An Honors Project is a distinct and separate part of Honors and may not itself satisfy the requirement, nor be the factor on which the department makes its recommendation.

President's Medals

Each spring at the Honors Convocation the President awards special medals to outstanding graduating seniors who have made especially good use of their undergraduate education and have contributed substantially to the community. The range of accomplishments the President seeks to acknowledge and honor are comparable to those associated with the winners of a major national scholarship such as the Rhodes or Marshall. The preeminent criterion for receipt of a President's Medal, Denison's most prestigious award, is academic achievement. In addition, candidates must embody some combination of the following: service to the community, contribution to the arts, enlargement of the community's global perspective, athletic fitness and achievement, leadership ability and contribution to community discourse.

The Honors Program

The Honors Program is designed especially for outstanding students in the college. It consists of seminars and courses intended to meet the intellectual aspirations and expectations of highly motivated and gifted students. Working closely with the Director of the Honors Program and their faculty advisers, Honors students may enroll in a select list of course and seminar offerings during the students' Denison career. Special academic events take place each semester for students in the Honors Program. Most Honors seminars meet a General Education Requirement of the college.

The Honors Program newsletter, "Arete," published quarterly, keeps Honors students abreast of current activities in Honors work. An Honors Symposium is held annually. Visiting scholars meet regularly with Honors students.

Gilpatrick House: The Honors Center

In the fall term, 1989, the Honors Program inaugurated Gilpatrick House as the Honors Center for the college. This restored Victorian house is centrally located on the Denison campus and serves as the locus for Honors Program activities. The ground level contains a seminar room(modeled after Brasenose College, Oxford), a Great Room for discussion groups and informal seminars and the administrative office for the Honors Program. The upstairs serves as a residence area for ten students in the Honors Program. A popular event is the Gilpatrick Chowder Hour. This faculty-prepared luncheon for a dozen students, followed by discussion on a current topic, takes place five or six times during term.

Freshman Seminars

Each fall semester, several seminars designed specifically by the Honors faculty are directed toward the special academic aspirations of highly talented entering freshmen. The topics change yearly. Entering freshmen receiving invitations to the Honors Program may register for one or more seminars. Honors seminars at the 100 level meet one Freshman Studies requirement.

Prerequisites: Entering freshmen with outstanding secondary school records and elected by the Honors Program faculty are invited to participate in the Honors Program during the first year. Following the first semester of the freshman year, every first-year student with a 3.4 or higher grade point average is extended an invitation. Moreover, upon a faculty recommendation to the Honors Program director, a student who excels in a particular area may be invited to enroll in an Honors seminar or course.

Freshman/Sophomore Seminars

Each semester, seminars designed specifically by the faculty for the Honors Program are offered for first- and second-year students. The topics change by semesters. Students receiving invitations may register for one or more seminars/ courses each term.

Prerequisites: Entering freshmen with outstanding secondary school records and elected by the Honors Program faculty are invited to participate in the Honors Program during the first year. Following the first semester of the freshman year, every first- and second-year student with a 3.4 or higher grade point average is extended an invitation. Moreover, upon a faculty recommendation to the Honors

Program Director, a student who excels in a particular area may be invited to enroll in an Honors seminar or course.

Sophomore/Junior/Senior Seminars

Each semester, seminars designed for upperclass men and women doing Honors work are offered. Topics change by semesters.

Prerequisites: Sophomore standing, 3.4 or higher grade point average or nomination by faculty member to the Honors Program director. In some semesters, specific Honors seminars are open to all students in the Honors Program.

Junior/Senior Great Books Seminars

A seminar in the Great Books is offered each semester for outstanding junior and senior students. Occasionally, different seminars are offered with the special interests of students and faculty in mind.

Prerequisites: Junior standing and a 3.4 or higher grade-point average or nomination by a faculty member to the Honors Program director.

Professor of Philosophy Anthony J. Lisska, Director

Faculty Staff (Fall, 1991)

Professors Gary Baker, Keith Boone, Elliott Borishansky, Donna Childers, Todd Feil, Sally Frutiger, Philip Glotzbach, Harry Heft, Leonard Jordan, Anthony Lisska, Charles O'Keefe, Anne Shaver, Mitchell Snay, Joy Sperling, Philip Stukus

Faculty Staff (Spring, 1992)

Professors William Clamurro, Garrett Jacobsen, Eduardo Jaramillo, Leonard Jordan, Anthony Lisska, Charles O'Keefe, Kaye Rasnake, Thomas Schultz, Bhavani Sitaraman, Charles Stoneburner, Gail Weiss, Michael Westmoreland

Freshman Honors Seminars

For Fall, 1991
(NOTE: All seminar numbers refer to Honors Program course listings)

142—BIO-SOCIAL DIMENSIONS OF BEHAVIOR. **Frutiger. 4**

187—HUMAN NATURE AND SOCIOCULTURAL DIVERSITY. **Jordan. 4**

Freshman/Sophomore Honors Seminars

For Fall, 1991
(NOTE: All seminar numbers refer to Honors Program course listings)

126—THE CREATIVE PROCESS. **Borishansky. 4**

143—MICROBES AND SOCIETY. **Stukus. 4**

165—THE DISCOVERY OF AMERICA: COLONIAL ENCOUNTERS. **Snay. 4**

173—ACCELERATED ELEMENTARY FRENCH, PART I. **O'Keefe. 6**

For Spring, 1992
(NOTE: All seminar numbers refer to Honors Program course listings)

142—BIO-SOCIAL DIMENSIONS OF BEHAVIOR. **Rasnake. 4**

174—ACCELERATED ELEMENTARY FRENCH, PART II. **O'Keefe. 6**

187—HUMAN NATURE & SOCIOCULTURAL DIVERSITY. **Jordan.** 4

188—SEXUAL INEQUALITY. **Sitaraman.** 4

195—TALES OF ROGUES AND OUTCASTS. **Clamurro.** 4

Freshman/Sophomore/Junior/Senior Honors Seminars

For Fall, 1991
(NOTE: All seminar numbers refer to Honors Program course listings)

131—CRYPTOGRAPHY AND NUMBER THEORY. **Feil.** 4

167—COMPUTERS IN SHINING ARMOR: RESCUING EARLY WOMEN WRITERS. **Shaver.** 4

For Spring, 1992
(NOTE: All seminar numbers refer to Honors Program course listings)

132—NON-EUCLIDEAN GEOMETRY. **Westmoreland.** 4

168—ONE WITH GOD: JOHN OF THE CROSS & MEDIEVAL AND RENAISSANCE MYSTICISM. **Stoneburner.** 4

172—MURDER AND MADNESS: CAESAR TO NERO. **Jacobsen.** 4

191—INTRODUCTION TO ENVIRONMENTAL STUDIES. **Jordan/Schultz.** 4

Sophomore/Junior/Senior Honors Seminars

For Fall, 1991
(NOTE: All seminar numbers refer to Honors Program course listings)

273—FANTASIES, FEARS & DESIRE: NARRATIVE STRUCTURES AND IDEOLOGY IN LITERATURE. **G. Baker.** 4

292—LAW AND RELIGION: THE UNEASY TRUCE. **Boone.** 4

295—FREEDOM OF EXPRESSION: ART OR OBSCENITY? **Childers/Sperling.** 4

297—CONFLICTING VISIONS: CONTROVERSIES IN CONTEMPORARY PERCEPTUAL THEORY. **Heft/Glotzbach.** 4

For Spring, 1992
(NOTE: All seminar numbers refer to Honors Program course listings)

274—CLASSIC NOVELETTES OF LATIN AMERICA. **Jaramillo.** 4

276—WOMEN, LITERATURE AND PHILOSOPHY. **Weiss.** 4

Junior/Senior Honors Seminars

(NOTE: All seminar numbers refer to Honors Program course listings)

393—THE GREAT BOOKS: THE GREEK ERA. Readings and discussions of representative writings of the era, including Plato, Thucydides, Aristotle, Euripides, and others. Prerequisites: 3.4 grade point and Junior standing. (Fall semester, 1991.) **Lisska. 2/3**

394—THE GREAT BOOKS: THE MEDIEVAL ERA. Readings and discussions of representative writings of the era, including Augustine, Dante, Aquinas, Chaucer, and others. Prerequisites: 3.4 grade point and Junior standing. (Spring semester, 1992.) **Lisska. 2/3**

395—THE GREAT BOOKS: THE EARLY MODERN ERA. Readings and discussions of representative writings of the era, including Machiavelli, Montaigne, Galileo, Descartes, Moliere, Locke and Hume. Prerequisites: 3.4 grade point and Junior standing. (Not offered 1991-92.) **A. Gordon, Lisska. 2/3**

Registration & Academic Regulations

Registration

Registration is the formal enrollment in the college, and in registering, the student subscribes to **all** the regulations, terms, and conditions — academic and financial — set forth in this Catalog. A student must, therefore, register **in person** during the scheduled registration period each semester.

Normal Registration

A normal load is set at 16 semester-hours of credit per semester. This total should include the appropriate requirements. The normal academic load enables a student to meet the graduation requirements within eight semesters. A student who pays regular tuition charges is permitted to audit, without additional cost, one course a semester for which no credit may be claimed.

Reduced Registration

This classification is recommended for a student who for any reason cannot carry a normal schedule satisfactorily. If reduced registration is advisable, a student may be required to carry a schedule of 12 to 14 credit hours and be asked to devote an extra semester to fulfill the graduation requirements. Without special permission from the appropriate Dean, 12 hours shall be minimum registration for any regular student. With special permission a regular student may register for 9 to 11 credit hours. Continued use of the reduced registration option could have ramifications for financial aid eligibility.

Excess Registration

The payment of tuition for fall or spring semesters of any given academic year entitles a full-time regular Denison student to 18 credit hours (exclusive of Experimental College credit) in that semester. See Annual Cost section of Catalog for the fee, billing, and payment arrangements if taking more than 18 hours in any semester.

Additional Credit

A student may, upon petition and with the consent of the instructor concerned, take a course for an additional hour of credit. The nature of the additional work which the student must do in order to receive the additional credit, and how that work will be evaluated, must be clearly outlined in the petition.

A student whose petition for additional credit is granted may not ask to drop that credit after the deadline for dropping courses has passed.

Partial Registration

A regular student, with the permission of the appropriate Dean, may take a part-time schedule of eight or fewer academic semester-hours of credit. A part-time regular student may pay by the credit hour and must carry eight hours or fewer. **Regular students carrying more than eight hours are counted by the University as full-time students and must pay full tuition.** A full-time student normally carries 15 to 16 hours. For students on financial aid or scholarship, a minimum registration of 12 hours is required.

Special Registration

Special registration is open to persons living within commuting distance of the campus, certain foreign students who wish to take for credit or to audit certain courses of special interest but who are not degree candidates, and to certain graduates wishing to take post-graduate work. **A special student** may not register for more than 8 credit-hours of academic work except by permission from the Registrar's Advisory Committee. A special student desiring credit must submit appropriate credentials to the Office of Admissions. If after one semester a special student has failed to maintain a 2.0 average, his or her special standing can be terminated.

Changes in Registration: Adding of Courses

A student may add courses or credits to his or her registration during the first two weeks (10 class days) of a semester only with the consent of his or her academic counselor and the instructor and proper notification to the Registrar. The appropriate documentation must be filed promptly.

Changes in Registration: Dropping of Courses

A drop of a course or credit may be done through the end of the fourth week of classes by submitting to the Office of the Registrar a properly completed change of registration form. During the first collegiate semester, a freshman may drop a course until the conclusion of the ninth week.

Change of registration after the stated deadlines requires action of the Registrar's Advisory Committee. The decision of the Registrar's Advisory Committee is final.

Late Registration

Students failing to register by the deadline date prescribed in University publications and/or failing to respond properly to University official's notices regarding the problem shall be withdrawn from all preregistered courses. Such withdrawal carries with it financial forfeitures of 50 percent of all fees due. Appeal of this action shall be to the Registrar's Advisory Committee and, with a resulting decision of reinstatement, normally carries a **minimum** penalty of $50 and other disciplinary sanctions as deemed appropriate.

Statement of Petition Policy

On the advice of the Registrar, students may petition the Registrar's Advisory Committee for exceptions to rules concerning academic policies and procedures. However, the Committee will consider only those petitions which are submitted sufficiently far in advance so that, if denied, the petitioner will still have time to remedy the deficiency by suitable re-scheduling or other appropriate action. **The decision of the Registrar's Advisory Committee is final.**

While for some students the interpretation of this statement may mean that they will need to submit their petitions a year or more in advance of graduation, for all students it will mean that petitions relating to the successful completion of the requirements for graduation will not ordinarily be accepted after 4:30 p.m. of the last day of classes in the semester immediately preceding the student's last semester at Denison. **Specifically, no petitions by seniors seeking substitutions or waivers of General Education requirements will be entertained after this deadline.**

Attendance Policy

It is expected that the student will attend and participate in all regularly scheduled classes. If a class is missed, for any reason, the student is responsible for determining what occurred in the missed class. Absence from a class will not be accepted as an excuse for not knowing class material. The student is responsible for all information, discussion, and conceptual analysis which take place during classes.

Academic Dishonesty

Every Denison student is expected to know and uphold University standards in matters of academic honesty. Students who practice academic dishonesty assault their own integrity as well as that of the University. Behavior which is in direct violation of these standards is discussed in the student handbook. Each Denison student is expected to be familiar with this policy.

Transcript Fees

Fees for transcripts of a student's record are $2 for each issue. All requests for transcripts must be made in writing and filed with the Office of the Registrar.

Student Classification

Classification of students is determined by the amount of academic credit earned.

☐ Freshman Standing — A student is classed as a freshman unless he or she is deficient in more than one unit of preparatory work.

☐ Sophomore Standing — A student must have earned 26 semester-hours of credit.

☐ Junior Standing — A student must have earned 60 semester-hours of credit.

☐ Senior Standing — A student must have earned 90 semester-hours of credit.

Eligibility Rule

A regularly enrolled student registered on a full-time basis (normally 12 semester-hours or more) shall be eligible to participate in all college and intercollegiate activities. **The student whose scholastic record falls below a 2.0 average shall participate only after consultation with and approval by his or her adviser and thoughtful consideration with the director of the activity.**

Freshmen are eligible to participate in intercollegiate athletics.

Credit Earned by Advanced Placement Testing

Incoming Freshman and Transfer students who score a 5 or a 4 on a College Entrance Examination Board Advanced Placement Examination may receive academic credit for their scores. Students scoring a 3 may also be awarded such credit at the discretion of individual Departments.

Incoming Freshman and Transfer students should claim such earned Advanced Placement credit within one semester of enrolling at Denison. Beyond this one-semester time limit, re-testing or other similar certification procedures may be required.

Recognition of Credit Earned Elsewhere

Resident Transfer Credit will be honored only if taken at an accredited college or university and only if the student submits an official transcript of credit **prior to** or at the time of the next succeeding registration at Denison. (This applies also to summer school credits earned elsewhere.) If a student achieves an over-all average of less than 2.0 for courses taken in summer school, credit for courses passed with a grade of C or better shall be given only at the discretion of the Registrar's Advisory Committee. Students considering off-campus work (especially summer school work) must confer with the Registrar. Credit earned in disciplines other than those in the Denison curriculum will not normally be accepted. The University has no obligation to award transfer credit for course work that has not been approved in advance.

Grades Earned Elsewhere

Grades received at another institution shall not be computed into the Denison quality-point average, or be used to remove Denison quality-point deficiencies except by petition to and favorable action by the Registrar's Advisory Committee. Denison will not accept grade work below C level on transfer from another institution.

Extension or Correspondence Study

Courses taken by extension (in an officially designated extension center of an accredited college or university) are credited on the same basis as resident transfer credit (see above).

Courses taken by correspondence or by audio or video cassette are **not** accepted for credit at Denison.

Withdrawal From Courses

To withdraw from a course a formal report must be signed by the instructor and the student's adviser and presented to the Registrar. No record will be made if a student receives permission to withdraw from a course before the end of the fourth week of classes. **No withdrawal from a course is permitted after the fourth week of classes.** A student who withdraws from a course without official permission will receive a grade of F (failure) on his or her permanent record. Petitions for exception must document unusual circumstances, and such petitions are submitted to the Registrar's Advisory Committee.

Withdrawal From the College

A student who finds it necessary to leave Denison before the close of the semester must, in order to receive an honorable dismissal, report to the appropriate Dean and arrange for an official withdrawal. No grades will be recorded if a student withdraws from the college before the end of the seventh week of classes. Except in cases of illness and/or exceptions granted by the the Registrar's Advisory Committee, grades of F (failure) will be entered on the permanent record of the student who withdraws from Denison after the seventh week of classes.

The college may, whenever in its judgment such action is for the best interest either of the student or of the student body, dismiss or refuse to enroll or reenroll any student.

Withdrawal from the University at any time is official only upon written notice to the Office of Student Life. A request to the Registrar for a transcript or failure to participate in room drawing is not considered withdrawal from the University.

Registration Procedure

A student must complete his or her advanced registration and also final registration at the times scheduled in order to avoid payment of a fee for late compliance.

No student will be admitted to any class later than the second week of the semester.

Advance Registration

All enrolled students prepare a detailed schedule of courses with the assistance of a departmental chairperson or faculty counselor during a designated week in the preceding semester. Freshmen register early by personal conference on campus or by mail in the summer preceding entrance to Denison. All students registering by mail must consult with an academic adviser before beginning to attend class.

Registration

On registration day, the student's Personal Data Form must be deposited at the designated location for the use of the Office of the Registrar. In submitting this form, the student confirms that satisfactory financial arrangements have been made with the Cashier's Office and that he or she has properly registered for courses.

Special Academic Regulations

Grading System

Beginning with the fall semester of the 1976-77 academic year, plus and minus grades carry the following weights in the computation of grade-point averages.

A+	4.0 for each credit-hour.
A	(Excellent) 4.0 for each credit-hour.
A−	3.7 for each credit-hour.
B+	3.3 for each credit-hour.
B	(Good) 3.0 for each credit-hour.
B−	2.7 for each credit-hour.
C+	2.3 for each credit-hour.
C	(Fair) 2.0 for each credit-hour.
C−	1.7 for each credit-hour.
D+	1.3 for each credit-hour.
D	(Passing) 1.0 for each credit-hour.
D−	.7 for each credit-hour.
F	(Failure) 0 for each credit-hour.
I	(Incomplete)
S	(Satisfactory) 0 for each credit-hour.
U	(Unsatisfactory) 0 for each credit-hour.
WF	(Withdrawn Failing)
WP	(Withdrawn Passing)

CR	(Credit) 0 for each credit-hour.
NG	(No Grade Reported).
WV	(Waiver of Course or Requirement).

PR (Progress) Course in progress (usually final mark is to be determined at conclusion of course sequence).

Plus or minus grades given before the fall semester, 1976-77, are not reflected in the grade-point averages.

Any grade preceded by a designation of "X" indicates that the grade was affected by plagiarism on the student's part.

Incomplete Grade

An incomplete grade in a course may be granted only with permission from the Registrar's Advisory Committee. The student shall petition the Committee, giving the reasons for the desired extension of time. The statement must be signed by the instructor of the course and the student's adviser. All such requests must be submitted prior to the last day of scheduled classes for the semester.

Should an incomplete grade be granted, completion of the work must be accomplished by the end of the sixth week of the following semester, or any time previous to this, as prescribed by the instructor.

Satisfactory/Unsatisfactory Evaluation

Juniors and Seniors may elect to take one course per semester on a satisfactory/unsatisfactory basis with the mutual agreement of the instructor and department chairperson involved. Courses in the major or minor field cannot be completed on an S/U basis unless it is the regular grading method for that particular course. A few courses are offered to everyone on an S/U basis, and such courses are not included in this restriction.

Departments reserve the right of refusal of the S/U grading pattern for courses fulfilling General Education requirements. It should be further understood that the student should perform at a level equivalent to a "C" or above in order to receive a grade of "S". Grades of "C−" and below will automatically be recorded as "U". Students must decide by the fifth week of the semester whether or not to take a course on an S/U or grade basis. After that time the grading basis cannot be changed.

Academic Probation/Suspension

When a student's academic performance is less than what is minimally expected by the University, he or she will be placed on Academic Discipline. The following designations are used by the University in such instances.

Academic Probation occurs when a student's cumulative average is less than 2.00. Students placed on Academic Probation are expected to be in good standing within two semesters.

Continued Academic Probation is designated when a student previously on Academic Probation has been successful in removing a portion of the deficiency but not the entire deficiency. Students on Continued Academic Probation are expected to be in good standing by the conclusion of their next semester.

Suspension occurs when a student earns less than a 2.0 semester average while on Academic Probation or Continued Academic Probation. A student may also be suspended when he or she fails to gain good standing after being on Continued

Academic Probation. Performance of less than 1.0 for the semester will result in suspension regardless of the student's cumulative average.

Deferred Suspension is used when a suspended student has been reinstated. Students on Deferred Suspension will be given conditions that must be fully met during the next semester in residence in order to remain eligible for enrollment. For procedures for seeking deferred suspension, please see "Eligibility for Re-enrollment." Students who have a quality point deficiency in excess of −8.0 may be placed on deferred suspension even though they fit criteria listed above. Such judgments are made by the Registrar's Advisory Committee and are done with an effort to assist the student to regain good academic standing. Sophomore and junior students on Academic Probation at the end of the academic year shall be readmitted for the fall semester only through petition to — and favorable action by — the Registrar's Advisory Committee. This includes the student who is on probation at the end of his or her fourth semester of college but does not qualify for junior standing on the basis of credit hours earned. These policies apply also to the student of the same classification who wishes to return to Denison after having withdrawn while on probation.

Eligibility for Re-Enrollment

A student on academic suspension who has shown marked improvement over his or her Denison record in work taken at some other accredited college or university or can present evidence of a maturing nonacademic experience may petition the Registrar's Advisory Committee for reinstatement. This petition must be submitted to the Office of the Registrar at least 14 days before the opening day of classes. Should the student be readmitted, he or she must meet all the conditions of the Registrar's Advisory Committee or face suspension again.

A former student, who was in good academic and social standing when he or she left the College, may be readmitted to Denison by writing to the appropriate Dean and by repayment of the $250 enrollment deposit.

Residence Requirement

To be a candidate for a Denison degree a student who enters Denison as a freshman must complete at least 80 credit hours at Denison, and a transfer student must complete a minimum of 60 semester hours at Denison. Generally, all students, except those enrolled in recognized pre-professional 3-2 programs, must complete the last two semesters at Denison. Exceptions may be made by the Registrar's Advisory Committee.

Special Student

A special student may normally not register for more than 8 credit-hours of academic work except by permission from the Registrar's Advisory Committee. A special student desiring credit must submit appropriate credentials to the Office of Admissions. If after one semester a special student has failed to maintain a 2.0 average, his or her special standing may be terminated.

Commencement Exercises

Commencement Exercises are held annually at the conclusion of the spring term. In order to participate in Commencement Exercises, the student must have completed successfully all requirements for graduation. No exceptions are granted to this regulation.

Courses of Study

Fulfillment of graduation requirements assumes at least a 2.00 grade-point average in the major and/or minor.

Art

Faculty

Assistant Professor Joy Sperling, Chair

Professors George J. Bogdanovitch, Michael Jung; Assistant Professors Debra Fisher, L. Joy Sperling, Mark van der Laan; Visiting Assistant Professor Mary Beth Heston; Instructor Karl Sandin; Instructor (part-time) Kok Fooi Yong

Major in Art

The art department offers two areas of concentration within the departmental major: art history (B.A.) and studio art (B.A., B.F.A.).

ART HISTORY MAJOR: REQUIREMENTS (B.A.):

1. 10 courses: Eight courses in Art History, including Methods of Art History and Art Criticism (Art 380), Art 155 or Art 156, two foundation (100) level courses from different Studio concentrations.
2. Senior Research Paper: Completion of a substantial research paper by mid-second semester, senior year. Presentation of paper at Art History Symposium in second semester, senior year. Topics to be arranged between student and adviser. Deadlines and style guide information available from Art Office.

STUDIO MAJOR: REQUIREMENTS, B.A.:

1. 12 courses: Eight courses in Studio: Art 110, 111, 141 are required of all majors and must be taken during the first three semesters starting from the time a student first declares a studio major; five other courses, two of which shall be in the student's concentration.

Four courses in art history, one in Survey, one Contemporary, and two others.

2. Senior Project: (B.A., B.F.A.) Submission of a senior project proposal at the start of the senior year for review and approval by the faculty committee; presentation of the senior project early in the second semester of senior year for review and approval by a faculty committee.

3. Senior Show: (B.A., B.F.A.) Exhibition of the senior project in the Senior Show.

STUDIO MAJOR: REQUIREMENTS, B.F.A.:

1. The B.A. studio requirements (above) and in addition: five advanced-level Studio courses (or 15 studio credits, Directed Study or Visual Arts Practicum), for a total of 13 studio courses or equivalent, and four courses in art history.

2. Minimum of 16 hours credit from G.E. courses outside the Fine Arts, including one course each in the sciences, social sciences, and humanities.

3. Minimum of 15 credit hours from the following areas, other than the major area (i.e. Studio or Art History) of concentration: dance, music, theatre, cinema.

For B.A. degree candidates in Art History and Studio Art, the maximum number of credits that may be taken in the concentration (i.e., in Art History or in Studio) by the end of the junior year is 32.

Students who plan to major in Art History or Studio Art are required to seek an adviser within the Art Department at the time of their decision to major. Students who decide to major in Studio (B.A.) are required to present a portfolio to their adviser in the department to assist in the planning of their art curriculum. Candidates for the B.A. in Studio are expected to notify the Registrar of the change or addition of advisers. Candidates for the B.F.A. in Studio are required to present a portfolio to the department for review. On acceptance of the portfolio and acceptance into the B.F.A. program, the department will notify the Registrar. B.F.A. students are also subject to periodic review of their Studio work by the art faculty.

Candidates for the B.A. in Art History are strongly advised to acquire a reading knowledge of two languages, preferably German and French or German and Italian.

Candidates for degrees in Studio Art and Art History should expect to work three clock hours per week outside of class for each credit hour of a course.

Studio Minor

Minimum of six courses: five in Studio (111, 141, plus three others) and one Art History (either 282, 283 or 284)

In the senior year, Studio minors must present five or more pieces of work for an exhibition in the student gallery. If students fail to submit acceptable work, they will not be granted a minor.

Art History Minor

Minimum of six courses, consisting of one Studio foundation and five Art History. The Art History courses must include either 155 or 156, with additional courses from at least two of the following three areas: Ancient to Baroque, Eighteenth to Twentieth Century, Non-Western.

Course Offerings

History of Art Courses

155-156—HISTORY OF ART SURVEY. General survey of the arts of the Western World. Ancient to Medieval in 155; Renaissance to the present in 156. May be taken separately.
Sperling, Sandin, Bogdanovitch. 4

199—INTRODUCTORY TOPICS IN ART. A general category used only in the evaluation of transfer credit.

251—GREEK ART. A survey of Greek art and architecture from the Geometric through Hellenistic periods, in the context of the principal events and themes of Greek history. **Sandin. 4**

252—ROMAN ART. A survey of Roman art and architecture from the Italo-Etruscan through Late Roman phases. Emphasis on social function of art in Augustan and Late Roman society. **Sandin. 4**

253—EARLY MEDIEVAL ART. A survey of Early Christian, Migration, Hiberno-Saxon, Merovingian and Carolingian art and architecture in the context of Mediterranean art. **Sandin. 4**

254—ROMANESQUE AND GOTHIC ART. A survey of Ottonian, Romanesque, Early and High Gothic art and architecture and its place in medieval European culture. Emphasis on developments in France from ca. 1080-1350. **Sandin. 4**

255—NORTHERN RENAISSANCE ART. A survey of Northern European art from Late Gothic France, the Netherlands and Reformation Germany in the context of late medieval society. **Sandin. 4**

256—EARLY CHRISTIAN AND BYZANTINE ART. A survey of the minor arts, book art, mosaics, frescoes and architecture of the Byzantine Empire from the foundation of Constantinople in 324 A.D. to its conquest by the Turks in 1453 A.D. **Sandin. 4**

257—EARLY RENAISSANCE ART A survey of Italian art and architecture from the 13th, 14th, and 15th centuries. Emphasis on change and continuity in relation to Classical, Late Antique and Medieval Mediterranean art and society. **Sandin. 4**

258—HIGH RENAISSANCE ART. A survey of Florentine, Roman and Venetian art and architecture ca. 1480-ca. 1520 and the tradition of Renaissance humanism. **Sandin. 4**

259—THE AGE OF REMBRANDT-NORTHERN BAROQUE. The art of 17th century Holland, Belgium, Germany, and France. **Sperling. 4**

260—THE AGE OF BERNINI-BAROQUE ART: 1600-1750. Selected topics in Baroque Art in Italy and Spain. **Sandin. 4**

270—HISTORY OF PHOTOGRAPHY. A survey of the history of photography from its invention in 1839 to the present day. Emphasis is placed on the examination of cultural context and the changing functions of photography in the modern world. **Sperling. 4**

271—PRINTS AND DRAWINGS. The history of prints and drawings from the invention of the printed word to the present day. This course covers both prints by artists and prints of art. **Sperling, Sandin. 4**

275—ART IN AMERICA-COLONIAL TO 1939. A survey of American art from the early colonial period to World War II. Particular emphasis is given to the cultural context of American art and to the patronage problems facing early American artists. **Sperling. 4**

281—MODERN ART-THE 19TH CENTURY. A survey of 19th century art from the Age of Revolutions to the beginnings of Abstraction. Issues of the Academy and the Avant Garde, patronage, taste and the function of art in society will be discussed. **Bogdanovitch, Sperling. 4**

282—MODERN ART-1900 TO 1939. A survey of 20th century art from Cezanne to the beginnings of Abstract Expressionism. This class focuses on the changing idea of the Avant Garde and the form and theory of modern art. **Bogdanovitch, Sperling. 4**

283—CONTEMPORARY ART. A survey of Contemporary Art from 1945 to 1970. This class focuses on the American art scene from Abstract Expressionism to Pop Art, Minimalism, and the taking of art out of the gallery space. **Bogdanovitch, Sperling. 4**

284—POSTMODERN ART. This class focuses on the art scene since 1970. Particular attention is given to the effects of recent theory and art criticism on today's artists. **Sperling. 4**

290—ART OF INDIA. A study of architecture, sculpture and painting in India from the Indus Valley Civilization through the Moghul era including their cultural and religious context. The art of Southeast Asia may also be examined as an outgrowth, as well as a redefinition, of Indian culture. **Heston. 4**

291—ART OF JAPAN. A survey of Japanese architecture, sculpture, painting and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their cultural and religious context. **Heston. 4**

292—ART OF CHINA. A survey of Chinese architecture, sculpture, painting and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their religious and cultural context. The course provides an opportunity to work with the Denison collection of Chinese art. **Heston. 4**

293—ART OF BURMA AND SOUTHEAST ASIA. A survey of the architecture, sculpture, painting and decorative arts of Burma, Sri Lanka, Thailand, Indonesia, Kampuchea and other areas of Southeast Asia, with an emphasis on the works in their religious and cultural context, with a special focus on Burma. The course provides an opportunity to work extensively with the Denison Collection of Burmese art. **Heston. 4**

299—INTERMEDIATE TOPICS IN ART. A general category used only in the evaluation of transfer credit.

361-362—DIRECTED STUDY. For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, drawing, graphics, ceramics or history and criticism. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

380—METHODS OF ART HISTORY AND ART CRITICISM. This class analyzes the development of the disciplines of Art History and Art Criticism from the 18th to the 20th centuries. Several methodologies will be discussed and students will have the opportunity to work in various methodologies. Prerequisite, permission of instructor. **Sperling, Sandin. 4**

399—ADVANCED TOPICS IN ART. A general category used only in the evaluation of transfer credit.

400—SENIOR PROJECT. To be used for preparation of senior research paper in second semester of senior year. **Staff. 3**

403—GALLERY AND MUSEUM WORKSHOP. This course prepares students for work in a small museum or art gallery. Various practical aspects will be demonstrated (framing, matting, installation) as well as administrative skills, such as acquisition, filing, general gallery correspondence, and record keeping. Time will be spent on cataloguing and installing an exhibition of objects from the Denison Collection. Prerequisite: permission of instructor. **Staff. 4**

408—ART HISTORY SEMINAR. PROBLEMS IN ART HISTORY. Specialized topics in art history. Topics announced as class is offered. Prerequisite: permission of instructor. **Staff. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

Studio Courses

110—DRAWING I FOUNDATION. A studio course in the fundamentals of drawing in several media: pencil, charcoal, silverpoint, and wash. Problems in still life, rendering, and perspective will be covered, along with historical and contemporary approaches to drawing. **Fisher. 4**

111—TWO-D ART STRUCTURE — COLOR THEORY. A theoretical and critical examination of color and how color functions in compositional structures. A presentation of color theories combined with mixing experience. Studies of abstract form and how it derives from visual experiences and creative processes. Discussions of artists' solutions to visual problems in their works **Bogdanovitch, Jung, Fisher. 4**

115—PAINTING I FOUNDATION. An exposure to the painting process with an emphasis on drawing and design. Historical and contemporary approaches to painting technique will be covered in readings and discussion and by working with painting materials. **Bogdanovitch, Jung. 4**

117—PHOTOGRAPHY I FOUNDATION. An introduction to the functions of cameras, films, developers, and lenses, taking photographs, developing the negatives and printing. The photographic philosophy and process will be approached from historical and contemporary viewpoints with problems in light, form, texture, and composition. **Yong, Jung. 4**

121—CERAMICS I FOUNDATION. A broad introduction to all ceramics potential. Clay working in sculptural as well as vessel-oriented directions. Slide presentations and discussions with references made to ceramic history as well as to contemporary ceramic art. Students are introduced to a variety of hand building techniques and are encouraged to pursue their individual creative potential. **van der Laan. 4**

131—PRINTMAKING I FOUNDATION. As a foundation course, emphasis will be on historical and contemporary concepts in art through the media of printmaking. The course will provide exposure to printmaking processes with direct involvement in one of the following: lithography, intaglio, screen printing or relief. Tools, materials and techniques will be fully covered regarding the featured printmaking process. Art issues such as format and content of visual images will be stressed as well as technical procedures for implementing the print. **Fisher. 4**

141—THREE-DIMENSIONAL DESIGN. This course is based in three areas of concentration. A student will be led to the sculptural idea through experiments in 3D design, historical and contemporary approach to sculptural philosophy through discussions and slide presentations and finally through a confrontation of basic materials and sculptural processes. Media: plaster, clay, wood and metal. Safety glasses required. **van der Laan. 4**

199—INTRODUCTORY TOPICS IN ART. A general category used only in the evaluation of transfer credit.

210—DRAWING II. Continued experience in drawing with emphasis on contemporary techniques. Prime objective is increased capacity for responsive seeing and a deeper understanding of drawing as a total medium. **Jung. 4**

211-212—LIFE DRAWING. Study from the human figure in charcoal and other media with emphasis on structure in line, value, and color. **Bogdanovitch, Jung. 4**

213-214—LIFE DRAWING WORKSHOP. Advanced study in figure drawing, emphasizing individualized interpretations of the figure in relation to painting, sculpture, and graphics. Prerequisite: 211-212 or consent. **Bogdanovitch, Jung. 4**

215-216—PAINTING II. Continued painting experience with emphasis on developing individual concepts. Prerequisite: 115 or consent. **Bogdanovitch, Jung. 4**

217—INTERMEDIATE PHOTOGRAPHY. A continuation of Art 117 with emphasis on increasing technical and visual proficiencies with black and white photography as well as introducing the student to the medium format camera. **Yong, Jung. 4**

221-222—CERAMICS II. Along with further exploration of clay as a sculptural material, introduction of basic wheel-forming skills and functional vessel forms. Different firing and glazing methods including electric, gas, raku, and salt kiln experience. Primary emphasis on students' individual conceptual development. Prerequisite: 121 or consent. **van der Laan. 4**

231-232—PRINTMAKING II. Students may work with any printmaking processes in which they have had experience or with the consent of instructor. Processes available to Printmaking II students include: relief, lithography, intaglio or screen printing. Emphasis will be on continued technical and conceptual development. Prerequisite: 131 or consent. **Fisher. 4**

241-242—SCULPTURE II. Emphasis on individual creativity and conceptual development, coupled with good craftmanship and further technical knowledge. Media: plastics, cement, metal, wood. Prerequisite: 141 or consent. Safety glasses required. **van der Laan. 4**

299—INTERMEDIATE TOPICS IN ART. A general category used only in the evaluation of transfer credit.

315-316—PAINTING III. Continued painting experience. Prerequisite: 215. **Bogdanovitch, Jung. 4**

317—ADVANCED PHOTOGRAPHY. A continuation of Art 217. The student uses both medium and large format cameras with black and white materials. **Yong, Jung. 4**

321-322—CERAMICS. This course requires a working knowledge of the ceramic process. Students work in depth, developing a personal approach to the medium, acquiring greater competency in terms of concept and technique. Prerequisite: 121, 221, or consent. **van der Laan. 4**

331-332—PRINTMAKING III. Students may work with any printmaking process in which they have had experience or with the consent of instructor. Processes available to Printmaking III students include: relief, lithography, intaglio or screen printing. Experimentation and innovation, both conceptually and technically, will be stressed for the advanced student. Prerequisite: 231-232. **Fisher. 4**

341-342—SCULPTURE III. Prerequisite: 241-242. Safety glasses required. **van der Laan. 4**

361-362—DIRECTED STUDY. For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, drawing, graphics, ceramics, or history and criticism. **Staff. 3**

363-364—INDEPENDENT STUDY. Staff. 3

399—ADVANCED TOPICS IN ART. A general category used only in the evaluation of transfer credit.

400—SENIOR PROJECT. Studio, B.A., B.F.A. To be used for preparation of senior project. **Staff. 3**

401—VISUAL ARTS PRACTICUM. Theory and creative practice in selected areas of the visual arts for the talented and superior student. As registration warrants, the areas listed below will be offered. No more than 18 semester-hours of credit will be counted toward graduation. **Staff. 2-18**

a. Figure and Portrait Painting
b. Design
c. Historic Methods and Materials of Painting and Drawing
d. Ceramics
e. Sculpture
f. Graphics
g. Commercial Art
h. Fashion Illustration
i. Seminar in Art Theory
j. Assemblage
k. Watercolor
l. Photography
m. Architectural Studies
n. Senior Seminar

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Astronomy

Faculty

See Physics Department

Departmental Guidelines

Astronomy 100 is a course in Descriptive Astronomy, designed explicitly for the non-major student, and may be used to satisfy one course of the science requirement. The student who desires preparation for graduate work in Astronomy, Astrophysics, or Space Physics should pursue a modified major in Physics and is encouraged to consult early with Professor Yorka. This program normally will include one or more year courses in Astronomy. See Physics Department section. See also Honors 135: Cosmic Questions, and Interdepartmental 135: Denison Greek Studies program.

Minor in Astronomy

Minimum requirements for a Minor in Astronomy are Physics 121-122, 123, 220, 305, 306 and 312p, plus Mathematics 123 and 124. The laboratory course, Physics 312p, will be modified to reflect the student's interest in Astronomy. See Physics Department section.

Course Offerings

100—CURRENT TOPICS IN ASTRONOMY. This course is designed primarily for the non-major student. Topics will be chosen from such areas as the history of astronomy, the planets, the origin of the solar system, stellar classifications, stellar evolution, galactic astronomy, and cosmology. Course and laboratory work will also emphasize the observational aspects of modern astronomy: optics, optical and radio telescopes, astrophotography, and the measurement of time and coordinate systems. Three lectures per week; one two-hour laboratory each week. **No previous training in physics or college mathematics is required.** Offered each semester. **Staff. 4**

199—INTRODUCTORY TOPICS IN ASTRONOMY. A general category used only in the evaluation of transfer credit.

299—INTERMEDIATE TOPICS IN ASTRONOMY. A general category used only in the evaluation of transfer credit.

311-312—SPECIAL TOPICS IN ASTRONOMY. This course is to provide qualified students with the opportunity to pursue experimental and theoretical work in one or more of the areas of Modern Astronomy. Prerequisites: Junior standing and consent. **Staff. 3 or 4**

340—ADVANCED TOPICS. Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit. Prerequisites: Junior standing and consent of chairperson. **Staff. 1-2**

345—SPECIAL TOPICS IN PHYSICS. Topics will be chosen according to the interests of the staff member offering the course from such areas as energy, the solid state, laser physics, nuclear physics, astrophysics, geophysics, and medical physics. The course normally will be offered on demand. May be repeated with consent of chairperson. Prerequisite: Physics 122/consent. **Staff. 4**

361-362—DIRECTED STUDY. Prerequisite: Consent of chairperson. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN ASTRONOMY. A general category used only in the evaluation of transfer credit.

451-452—SENIOR RESEARCH. Prerequisite: Physics 312 or consent of chairperson. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Biology

Faculty

Professor Kenneth P. Klatt, Chair

Professors Kenneth P. Klatt, Ken V. Loats, Raleigh K. Pettegrew, Philip E. Stukus; Associate Professors Bonnie Lee Lamvermeyer, Juliana C. Mulroy; Assistant Professors John E. Fauth, Thomas D. Schultz

Departmental Guidelines

The department provides solid preparation for graduate and professional schools, including all courses necessary for pre-medical, pre-dental and pre-veterinary studies, coupled with a broad exposure to and understanding of the natural world.

In addition to the core of introductory, advanced, and special topics courses, biology majors are offered the opportunity to join faculty in research and in laboratory instruction; to conduct their own research, to attend professional meetings, to present exceptional work at professional meetings and in professional

journals, to edit and publish their own and faculty research in the department's "Journal of the Biological Sciences," and to participate in management of the 250-acre Biological Reserve. Special programs in Medicine, Dentistry, Medical Technology, Forestry, Natural Resources, and Environmental Sciences are described under "Pre-Professional Programs" and "Environmental Studies." One opportunity for research includes the Oak Ridge Science Semester listed elsewhere in this catalog.

Many students have complemented their Denison coursework and research with off-campus semesters at Oak Ridge National Laboratory, Duke University Biological Laboratory, the SEA Semester at Woods Hole and other programs offering intensive work in laboratory and/or field biology (see "Off-Campus Programs"). The Richard C. and Linda G. Seale Scholarship provides support to qualified students for participation in summer courses at the Duke University Marine Laboratory. May Terms and summers provide opportunities for medical, research, and teaching internships as well as field experience in different ecosystems; the department provides information on the many field stations offering courses in terrestrial and marine biology and ecology. It is possible to combine study abroad with a science degree; consult the Office of Academic Services. Denison has a special affiliation with The School for Field Studies, which offers accredited semester and summer programs in Plant Community and Ecosystem Ecology, Wildlife Ecology and Management, Marine Biology and Management, and Animal Behavior and Conservation at research sites around the world. Financial aid is available for these and some other off-campus programs.

Non-majors are invited to take any of the introductory courses (Zoology, Botany and Molecular Biology) to gain an in-depth exposure to major areas of biology. Special courses designed for non-majors explore specific themes in biology. Any of these courses may be used to fulfill the Life Sciences requirement in the General Education Program. Students may satisfy the third Science requirement by taking another introductory course or any advanced course for which the first course has served as a prerequisite.

Major in Biology

A student majoring in Biology (B.A. or B.S.) must complete General Zoology (110), General Botany (111), and Molecular Biology (112) by the end of the sophomore year. The Biology faculty believes that all majors should be well rounded in all branches of Biology, and each major should be exposed to a variety of Biology faculty members. To meet these goals, each Biology major will elect at least one course from each of the four groupings: (A) Cellular and Molecular Biology, (B) Organismal Structure and Function, (C) Organismal Diversity, and (D) Ecology and Evolution.

Biology course groupings are as follows: Group A — 216, 225, 302, 341; Group B — 201, 211, 223, 224, 232, 234; Group C — 212, 215, 218, 220, 227, 275; Group D — 213, 221, 240, 260, 280. All majors must take at least one "plant" (P) and one "animal" (A) course among the upper level group courses.

Requirements for the Bachelor of Arts degree in Biology are nine courses in Biology and one year of Chemistry (Chem. 121-122). If a student elects to perform two semesters of Senior Research, eight courses in Biology are required.

Requirements for the Bachelor of Science degree in Biology are 10 courses in Biology, one year of chemistry (Chem. 121-122), and five semesters of additional mathematics or science. These five courses would normally include: Organic

Chemistry (Chem. 223-224), General Physics (Physics 121-122), and Calculus (Math. 123). Students can substitute other cognate science courses with the approval of the department. If a student performs two semesters of Senior Research, nine courses in Biology are required.

Minor in Biology

The Biology Minor consists of six courses in Biology. All students electing a minor in Biology must complete General Zoology (110), General Botany (111), and Molecular Biology (112). In addition, the student minoring in Biology will take three courses at the 200 or 300 level (excluding Minor Problems, Directed Study, Independent Study, Senior Research in Biology, and Honors Research in Biology).

Environmental Studies Concentration, see Environmental Studies, page 76

Course Offerings

100A—GENERAL BIOLOGY. A course for the non-major student designed to emphasize selected basic principles of biology. Topics to be covered include cell biology, genetics, reproduction and ecology. The lectures will be applicable to most organisms although there will be an emphasis on plants in the laboratory. **Loats.** 4

100B—GENERAL BIOLOGY. The major emphasis of this section of biology for the non-major student is the study of humans as biological organisms. The topics covered include: The function of the digestive, circulatory, excretory, nervous and immune systems. The systems are examined with a special emphasis on neural and hormonal control as well as medical problems leading to malfunction. A reasonable amount of time is spent studying reproduction in humans and the inheritance of physical traits. **Klatt.** 4

100C—GENERAL BIOLOGY. The major areas of discussion in this course designed for the non-major are: cell biology, metabolism, human genetics and evolution, disease (primarily of bacterial and viral origin), control of disease, effect of drugs on humans, pollution and ecology. **Stukus.** 4

100D—GENERAL BIOLOGY. This course is an introduction to human biology, based on the idea that students taking only one course in biology will have a vested interest in their own biological nature and some of its relations to the physical and organismic world around them.It is intended that such a study will stimulate additional curiosity and provide an incentive to further investigate the basic principles that unite and characterize all life forms as well as to provide the bases for differences. Topics to be covered will include basic physical parameters of life, the anatomy and function of the major organ systems of the human body, and some considerations of human relationships to both living and non-living components of the physical and social environment. **Pettegrew.** 4

110—GENERAL ZOOLOGY. The animal kingdom is studied with emphasis upon concepts of evolution as expressed in genetics, development, problems of phylogeny, and comparative physiology-morphology. Laboratory work includes dissections, problems in genetics, physiology, and observations of living animals. (Offered to both majors and non-majors.) **Fauth, Klatt or Schultz.** 4

111—GENERAL BOTANY. A survey of the plant groups is emphasized as well as a study of the physiology, anatomy, ecology and cell biology of higher plants. Open to non-majors as well as majors. **Loats or Mulroy.** 4

112—MOLECULAR BIOLOGY. A study of the living state at the molecular level. Such topics as the basic morphology of cells, the nature of macromolecules, respiration and energetics and permeability theories are considered. The basic nature of genetic information in cells and viruses, its duplication, its role in protein syntheses and molecular control mechanisms are also discussed. Open to all students. **Staff.** 4

199—INTRODUCTORY TOPICS IN BIOLOGY. A general category used only in the evaluation of transfer credit.

201—HUMAN ANATOMY AND PHYSIOLOGY. A study of human anatomy and physiology. Laboratory is based upon the consideration of a mammal, including both dissection and demonstration. Prerequisite: 110 and consent of the instructor. Group B. **Pettegrew.** 4

211—COMPARATIVE ANATOMY (A). A comparative study of the anatomy and physiology of chordate animals with a study of function and its possible relevance as an indicator of selective forces applied in the evolution of structures. Laboratory work is chiefly detailed dissection and study of certain protochordates, the lamprey, the shark, and the cat. Prerequisite: 110 or consent of the instructor. Group B. **Fauth. 4**

212—HERPETOLOGY (A). An in-depth study of the evolution, anatomy, physiology, behavior and ecology of amphibians and reptiles. Lectures will focus on major conceptual issues in herpetology, with examples drawn from the world's herpetofauna. Laboratories will focus on field identification, natural history, ecology and behavior of species native to the northeastern U.S. Laboratory exercises will make extensive use of the diverse herpetofauna of the Denison University Biological Reserve and surrounding area. Prerequisite: 110 or permission of instructor. Group C. **Fauth. 4**

213—VERTEBRATE FIELD BIOLOGY (A). The classification and natural history of vertebrate animals will be studied in the laboratory and the field. Emphasis will be placed upon those vertebrates occurring in the northeastern states but other groups and species will be included to illustrate basic biological principles. Prerequisite: 110 or consent of instructor. Group D **Fauth. 4**

215—GENERAL MICROBIOLOGY. An introductory course in microbiology emphasizing the general structure, occurrence and types of bacteria, molds and viruses, as well as their cultivation in the laboratory. Mechanisms of pathogenicity and host defense mechanisms are also discussed. Laboratory emphasis is on the fundamental techniques of isolating, culturing and staining of bacteria with identification of unknown organisms an integral part of the lab. Prerequisites: 110, 111 or 112 or consent of instructor. Group C. **Stukus. 4**

216—ADVANCED MICROBIOLOGY. An advanced topics course in microbiology. Subjects considered include bacterial physiology, environmental microbiology, pathogenic microbiology, virology, and immunology. Prerequisite: 215 or consent of the instructor. Group A. **Stukus. 4**

218—ALGAE AND FUNGI (P). A study of the morphology, taxonomy, evolution, ecology, physiology, and development of algae and fungi. Laboratories include collection, identification, culturing, and study of structure. Prerequisite: 111 or consent of instructor. Group C. **Loats. 4**

220—PLANT SYSTEMATICS (P). A study of taxonomic principles and techniques and their application to vascular plants. Laboratory and field emphasis is on the local spring flora. Prerequisite: 111 or consent. Group C. **Mulroy. 4**

221—PLANT ECOLOGY (P). An analysis of biological organization at the population, community and ecosystem levels and relationship of plants to physical and biological environmental factors. Field and laboratory experiments emphasize ecological research techniques. Prerequisite: 111 or consent. Group D. **Mulroy. 4**

223—HISTOLOGY. A study of the microscopic anatomy of vertebrates, chiefly mammals. Lab will emphasize the making of microscopic preparations. Prerequisite: 110 or consent of the instructor. Group B. **Pettegrew. 4**

224—DEVELOPMENTAL BIOLOGY (A). Developmental biology is concerned with the formation of living organisms and encompasses the continuum of molecular, cellular, and organismic development in an evolutionary perspective. This course emphasizes the development of the organism. Topics to be considered are: cellular, unicellular, and acellular systems; development in invertebrates and vertebrates; and development in plants. The laboratory includes exercises in experimental embryology (using slime molds, hydra, flatworms, frogs, fish, birds, and mice) and also a classical slide study into comparative embryology (using starfish, the frog, the chick, and the pig). Three lectures and one laboratory per week. Prerequisite: 110, 112. Group B. **Lamvermeyer. 4**

225—GENETICS. Genetics is the study of biological material transmitted between generations of organisms. Topics to be discussed are: variation of the genetic information; packaging and recombination; interaction of the products of the genetic machinery; origin and development of the genetic information; and behavior of genes in populations. The laboratory is concerned with techniques and procedures that will give the student an insight into the methodology and complexity of genetic research. It will include: autosomal inheritance, linkage, gene interactions; mutation, artificial and natural selection, gene frequencies, and experiments with microorganisms. Three lectures and one laboratory per week. Prerequisite: 112. Group A. **Lamvermeyer. 4**

227—ENTOMOLOGY (A). Introduction to the diversity of terrestrial arthropods with an emphasis on functional morphology, evolutionary ecology and behavior. Laboratory will include field studies of insects and their systematics. Prerequisite: 110. Group C. **Schultz. 4**

232—PLANT PHYSIOLOGY (P). A study of the functional relationships of the plant body in which water relations, respiration, transpiration,growth and development, photosynthesis, mineral nutrition, and food translocation are emphasized. Prerequisite: 111. Group B. **Loats. 4**

234—ANIMAL PHYSIOLOGY (A). The concept of organismic homeostasis and control employed as a unifying theme in investigation of the major mammalian organ systems using the human as the basis for comparison. Primary topics considered are the physiology of nerve tissue (particularly the autonomic system), muscle, respiratory, cardio-vascular, renal, digestive, and reproductive systems. Laboratory experience revolves around surgical investigation of principles and affective parameters involved in some of these systems. One year of chemistry is suggested but not required. Prerequisite: 110 and consent. Group B. **Pettegrew. 4,5**

240—BEHAVIOR (A). Analysis of individual behavior patterns and patterns of group behavior in organisms with consideration of relations between population size, behavior, and physiology of individuals. The possible significance of behavioral factors as selective forces is also considered along with certain aspects of behavioral evolution. Prerequisite: 110 or consent of instructor. Group D. **Schultz 4**

260—BIOLOGY OF MARINE ANIMALS (A). An introduction to the diversity, physiology and ecology of marine animals. The course emphasizes adaptations to marine environments and the structure of marine ecosystems. Special attention is given to global and local threats to marine life. In laboratory, marine invertebrates and chordates will be surveyed and students will participate in the maintenance of closed marine ecosystems. Prerequisite: 110. Group D. **Schultz. 4**

275—MAMMALOGY (A). A survey of the origin, distribution, characteristics, economics, and biology of the world's mammals. Identification of North American species and their associated habitats and behaviors is emphasized in the laboratory and field exercises. The goal of the course is a better understanding of mammalian diversity, specialized adaptations, and the complex interrelationships of other mammals with humans. Prerequisite: 110. Group C. **Lamvermeyer. 4**

280—EVOLUTIONARY BIOLOGY. This course provides a comprehensive survey of evolutionary theory with an emphasis on the processes that drive organismal change. Patterns of evolution will be interpreted in the context of population genetics and natural selection. An emphasis will be placed on integrating all biological disciplines under the paradigm of evolution. Prerequisites: 110, 111, and 112. Group D. **Schultz. 4**

299—INTERMEDIATE TOPICS IN BIOLOGY. A general category used only in the evaluation of transfer credit.

302—BIOCHEMISTRY. A study of the chemical and physiochemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological compounds. Prerequisites: 112 and Chemistry 224 and 226 or 228. (Same as Chemistry 302.) Group A. **Klatt. 4**

341—IMMUNOLOGY. A general course in immunology, with the major emphasis being on a description of the cellular immune responses in animals. The basis of immunogenetics and immunochemistry shall be developed. Allergic phenomena, autoimmune diseases, and tumor cytotoxicity will also be discussed. The laboratory portion of the course will involve training in: immunotitration, immunoelectrophoresis, preparation of anti-sera, response of lymphocytes to mitogens and measurements of cytotoxicity. Prerequisites: 110, 112, and consent. Group A. **Klatt. 4**

350—MINOR PROBLEMS. A research problem (library or laboratory) of limited scope which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal departmental requirements. **Staff. 1-2**

355—MODERN TOPICS IN BIOLOGY. Content varies when taught. Topics may include: biological ultrastructure, psychobiology of pain or advanced cell and molecular biology. **Staff. 4**

361-362—DIRECTED STUDY. A research problem (library or laboratory) which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal departmental requirements. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN BIOLOGY. A general category used only in the evaluation of transfer credit.

451-452—SENIOR RESEARCH. For seniors desiring work on an advanced research problem. Approval of student petitions is at the departmental level. Three copies of the research report are presented to the adviser of the project—one for the department files, one for the adviser, and one for the student. The grade is determined by the adviser. In certain cases this course may become individual work for Honors. Does not count toward minimal departmental requirements. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. Senior research which serves as a partial fulfillment for Honors. Does not count toward minimal departmental requirements. **Staff. 4**

Black Studies

Associate Professor John L. Jackson, Coordinator

Professors Lee Bostian, Donna Childers, Suzanne Condray, James Freeman, Desmond Hamlet, John Jackson, John Kirby, Valerie Lee, Matthew Maher, Kent Maynard, William Nichols, James Pletcher, Donald Schilling, Bahram Tavakolian.

Guidelines

The Black Studies Program invites students to investigate the Black experience as it manifests itself in Africa, North America, the Caribbean, and in other parts of the African diaspora. While the Program's primary focus is the study of the Black experience in North America, fundamental to this enterprise is a recognition of the triangular relationship between Africa, the Caribbean and the United States.

The Program seeks to serve the general needs of the college by providing course offerings across the full range of academic divisions. At the same time, it is designed to meet the specialized interests of students through an interdisciplinary major and minor.

The Black Studies curriculum is administered by a faculty committee and the director of the Center for Black Studies. This committee reviews and approves the educational plans developed by majors in consultation with the director of the Center for Black Studies. Students wishing to major or minor in Black Studies should contact the director of the program.

A Major in Black Studies

A Black Studies major requires a minimum of 32 credit hours and the completion of a senior project. The senior project should be designed in consultation with the director of Black Studies. The expectation is that field research or field experience will comprise a significant portion of the senior project. A wide range of field opportunities in local Black communities is available to students through the Center for Black Studies.

There are three core courses in Black Studies, required of a major in the area:
Black Studies 235 — Introduction to Black Studies
English 255 — Ethnic Literature
History 225 — The History of Blacks in America

In addition to the core courses and the senior project, the Black Studies major requires the completion of at least one course in Women's Studies. While any Women's Studies course may be used to fulfill this requirement, students ideally should choose a course that includes a discussion of topics about Black women. Appropriate courses may be selected in consultation with the director of Black Studies.

Other requirements include the completion of one course whose primary subject matter is Africa or the Caribbean. This requirement is designed to encourage students to confront, in a substantial manner, the triangular relationship between the Black experience in Africa, the Caribbean, and North America.

A Minor in Black Studies

The minor in Black Studies requires a minimum of 24 credit hours. Students wishing to be awarded a minor in Black Studies must complete the three core courses (Black Studies 235, English 255, and History 225). Students also are requires to complete at least one Women's Studies course. Courses which satisfy this requirement may be selected in consultation with the director of Black Studies.

Additionally, students are required to complete one Black Studies course whose primary subject matter is Africa or the Caribbean, plus a directed study which seeks to correlate Black Studies with some aspect of the student's major field. Although it is not required, students are encouraged to include a field experience component in the directed study. The directed study should be taken in the junior or senior year.

Course Offerings

Black Studies

235—INTRODUCTION TO BLACK STUDIES. An interdisciplinary course examining the relationship between class, race, and culture in the context of American Black Slavery, the Roosevelt Era, and the contemporary period. **Jackson. 4**

362—DIRECTED STUDY. **Staff. 3-4**

385—SENIOR PROJECT. **Staff. 3-6**

Communication

229—WOMEN, MINORITIES AND THE MASS MEDIA. This course focuses on the access of American minorities to the media in terms of employment and ownership, the portrayal of minorities in the media, and the historical and social ramifications of the media coverage of minorities in the cultural milieu. Minorities will be defined by race, sex, and/or affiliation, including Blacks, Hispanics, Women, and other minority groups. (Meets 382 GE requirement) **Condray. 4**

Dance

151—BEGINNING ETHNIC/JAZZ TECHNIQUE. This course introduces the student to the fundamental aspects of modern contemporary jazz and Afro-Caribbean Dance. It serves the student in establishing an awareness of the human body's movement potential and the anatomical importance of correct alignment. The African origin of Caribbean dance and the exterior cultural influences which have affected it are also examined. **Staff. 1**

226—AFRO-AMERICAN DANCE THEATRE. This course will outline and examine, through an academic study of dance, the disruption and suppression of the social and religious life of Blacks in the Caribbean and North America. The ways in which historical factors have shaped the participation of Blacks in the U.S. life, as well as their contributions to the arts in U.S. society, will be studied. **Staff. 3**

251—INTERMEDIATE ETHNIC/JAZZ TECHNIQUE. This course enhances the theoretical concepts of movement in relation to the contemporary jazz and Afro-Caribbean concepts covered in Dance 151. The level of technique and movement concepts covered in this course is designed to foster greater technical facility for the student and places emphasis on the importance of muscular economy in executing movement. Emphasis is also given to the development and refining of jazz combinations. **Staff. 2**

English

255—ETHNIC LITERATURE. An introductory study of Black, Hispanic, Native American, and Jewish literature in America, emphasizing the modern period. **Hamlet, Lee, Nichols. 4**

259—ORAL TRADITION AND FOLK IMAGINATION. An inquiry into the methodology of folklore study and an examination of the folk idiom in the Afro-American and native American experience. **Lee, Hamlet, Nichols. 4**

355—THE HARLEM RENAISSANCE. Analyzes the interrelationship between the cultural phenomenon of the Harlem Renaissance and the general social, economic, and political conditions of the era, particularly as such conditions helped shape the development and the ultimate consequences of the Renaissance. **Lee. 4**

356—THE NARRATIVE OF BLACK AMERICA. A literary study of representative samples of Black literature ranging from slave narratives to contemporary Black fiction. **Lee. 4**

357—RENDEZVOUS WITH THE THIRD WORLD. A survey of the literature of Latin America, South America, Africa, and the Caribbean, organized under the rubric of the "Black Aesthetic" and illustrative of both the particularity and universality of the human condition. **Hamlet. 4**

History

225—A HISTORY OF BLACKS IN AMERICA. A study of the experience of Blacks in America with emphasis on the African heritage, slavery, Civil War and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the age of protest and change. **Kirby. 4**

235—AN INTRODUCTION TO MODERN AFRICA. A study of major problems and issues in African history with an emphasis on the recent past. **Schilling. 4**

316—TOPICS IN BLACK HISTORY. Analysis of the development of Black American ideologies, institutions, leaders, and culture based around topical themes with an emphasis on the interrelationship of historical and contemporary Black thought and activity in American life. Prerequisite: History 215. **Kirby. 4**

Music

112—JAZZ AND OTHER MUSIC OF BLACK AMERICANS. This course will concentrate on jazz but will include other types of music of American Blacks: pre-jazz forms, gospel, rhythm and blues, and "classical" music in the the European tradition. The place of the Black musician in American society will be traced from the slave day to the present. **Bostian. 4**

Political Science

324—POLITICS OF SUB-SAHARAN AFRICA. This course is intended to introduce the student to politics and development in Africa south of the Sahara. No prior knowledge of Africa is required. The course will use several approaches to the study of comparative politics, including theories of political development, underdevelopment and class analysis, to explore a variety of countries in Africa. The course material will be arranged historically, focusing on case studies as we trace the ebb and flow of politics in Africa over the last half century. **Staff. 4**

352—RACE AND SEX DISCRIMINATION AND THE LAW. This course examines the constitutional and statutory doctrines on race, sex and wealth discrimination in the federal courts. Through articles from leading law reviews and other selected texts, students will be introduced to the relevant constitutional provisions and statutes which underlie the Supreme Court's doctrine in these areas. Major court decisions will then be reviewed and analyzed. Particular areas to be covered are desegregation, the civil rights movement, affirmative action, the women's movement, feminist jurisprudence, sexual harassment, pregnancy discrimination, rape, comparable worth and capital punishment. Prerequisite: PoSc 202.
Childers. 4

Psychology

302—BLACK PSYCHOLOGY. The focus will be on the psychology of the Black experience in the United States. Among the topics to be discussed are cultural disadvantage and education, intelligence, genetics, emotional characteristics, perception, ethnic group differences in attitudes and adjustment, Black child care, mixed marriages, Black athletes and employment, and the Black female. In addition to discussion of these areas, the student is expected to select a particular area for special study. Prerequisite: 100.
Freeman. 3

Religion

228—BLACK RELIGION AND BLACK THEOLOGY. An introductory course in the study of Black religion and Black theology. It is an interdisciplinary examination of the various aspects and expressions of Black religion, including religious sects, the Black Muslims, mutual aid societies, etc., for the purpose of extracting and validating the data and norm of Black theology. The sociological and theological issues surrounding the construction and analysis of the norm for Black theology will be critically discussed.
Jackson. 4

340b—MODERN BLACK LITERATURE AND BLACK RELIGION: A MERGER OF IDEAS. The course is an intensive exploration of the topic "Black Nationalism and Black Identity" through primary and secondary religious sources (sermons, autobiographies, theological treatises) and through literature (fiction, poetry, and drama). Students will be exposed to a number of non-traditional learning experiences including Black nationalistic churches and storefront churches. **Lee, Jackson. 4**

Sociology/Anthropology

212—MINORITY RELATIONS. While the phenomenon of minority relations, ranging from conflict to pluralism, is world-wide and an examination of these relationships will be explored from a cross-cultural perspective, the major thrust of this course is an examination of minority relations within the United States. We will explore the contexts within which race and ethnic relations developed, the social structure in which contemporary minority relations exist today and the major forces and directions of change. This course satisfies the Minority/Women's Studies requirement and has no prerequisites. **Maher. 4**

320—PEOPLES AND CULTURES OF SUB-SAHARAN AFRICA. An investigation of methodological and theoretical principles in ethnographic research. Analysis of nature and causes of human cultural diversity. Prerequisite: 100 or 150 or consent. **Staff. 4**

335—COMPARATIVE THERAPEUTIC SYSTEMS. The course considers the sociocultural bases of both Western and non-western medical and psychiatric systems. It focuses especially on different cultural assumptions about the nature and causes of illness and the institutional arrangements for the care of patients. The course will consider a variety of social scientific theoretical perspectives on the relationship between illness, medicine, and society. It will assess the degree to which non-western medical systems may be compatible with and/or of benefit to Western medicine and psychiatry. This course satisfies the Non-Western Studies requirement and has no prerequisites. **Maynard. 4**

336—THE CROSS-CULTURAL STUDY OF ART. The course will explore aesthetic production from a cross-cultural perspective looking predominantly at non- industrial societies. In doing so, it looks at the role of the artist, the public, and artistic production, in cultural contexts as varied as the Walbiri of Australia, the Guro of Ivory Coast, the Ashanti of Ghana and the Balinese of the island of Bali. It considers how societies define the aesthetic in cultural life. Theories proposed by anthropologists and sociologists on the function and significance of art are compared. The role of ritual, conceptions of time, and processes of symbolic construction will be examined. Given anthropology's and sociology's concern with cross-cultural patterns, the latter three weeks of the course will compare art in non- industrial societies with contemporary Western art movements. Prerequisite: 100 or 150. This course satisfies the Non-Western Studies requirement. **Staff. 4**

Chemistry

Professor George L. Gilbert, Chair

Professors Richard R. Doyle, Thomas A. Evans, George L. Gilbert, William A. Hoffman, Jr.; Assistant Professor Michael M. Fuson; Research Scholar Paula R. Melaragno

Departmental Guidelines

The chemistry curriculum provides courses which are designed to enable students — as contributing professionals and engaged citizens — to deal effectively with a world increasingly dominated by the ideas and methods of modern science. Chemistry majors are qualified for immediate employment in the chemical industry. However, many elect to attend graduate school in chemistry or related areas, or enter schools of medicine, dentistry, or engineering. The department is approved by the Committee on Professional Training of the American Chemical Society to offer a Certificate of Professional Training in Chemistry to students who satisfy certain requirements beyond a B.S. in chemistry.

Majors are encouraged to participate in the various on-going research projects in the department. Non-majors have access to the department's resources as they are required for their projects. Additional research opportunities are available in the department during the summer and as part of the Oak Ridge Science Semester described elsewhere in this catalog. Various combinations of chemistry courses are needed to meet the requirements for teaching certification in chemistry at the secondary school level. Consult the Department of Education early in the freshman year.

Approved safety glasses are required in all laboratory courses. The general policy regarding safety glasses is explained in detail earlier in this catalog.

A policy of *breakage fees* governs equipment use in *all* laboratory courses. This policy is described earlier in this catalog.

Major in Chemistry

The department provides two routes to the bachelor's degree: a Bachelor of Science program for students wishing an intensive study of chemistry and related sciences in preparation for professional careers or graduate work; and a Bachelor of Arts program for students intending to pursue fields such as dentistry, medicine, secondary school teaching or other areas requiring a strong chemistry background. Earning a B.A. degree does not preclude a professional scientific career, although an additional year of undergraduate study may be required for admission to some graduate programs.

A student may graduate with a B.A. degree on fulfillment of G.E. requirements and the successful completion of the following courses: Chem. 121-122; 223-224; 225-228; 231; 341; one additional course from among Chem. 302, 342, 401, 417 or 431; 372 and 472; also, Phys. 121-122; Math Sci. 123-124. A student electing to receive a B.S. degree must complete Chem. 417 and 342, and any course from among Chem. 302, 401 and 431 or at least one semester of laboratory research taken either as Chem. 361 or 362, Chem. 451 or 452, or Chem. 461 or 462 in addition to the requirements for the B.A. A B.S. major who takes Chem. 431 as part of the degree requirements will be certified to the American Chemical Society.

Major in Chemistry (Environmental Studies Minor)

See Environmental Studies Minor, p. 76

Minor in Chemistry

The department requires 20 semester hours of work in chemistry for the completion of a minor in chemistry: Chem. 121-122, Chem. 223-224 and the associated laboratory work, and one additional semester of course work at the 200 level or above would satisfy this requirement.

Course Offerings

100—CONTEMPORARY CHEMISTRY. Designed to impart some understanding of the methods of chemistry to the non-science major by using an approach different from that used in 121-122. Topics vary with the instructor but usually include: fundamentals of chemical language, nomenclature and structure of selected organic molecules: certain aspects of the chemistry of plastics, agricultural chemicals, pesticides, food additives, narcotics, drugs, and oral contraceptives; the chemistry of air and water; and general considerations related to radiation and nuclear power. This course is not open to students with previous background in college chemistry and is not recommended for science majors. Three class periods and one laboratory period weekly. Safety glasses required. **Staff. 4**

110—INTRODUCTION TO GENERAL CHEMISTRY. This course is open to students who have had no previous chemistry and to other students by consent. It consists of an introductory and less intensive treatment of general chemistry with emphasis on the language of chemistry and on solving its arithmetic and algebraic problems. This course will satisfy the G.E. science requirement and is intended for students who intend to take more chemistry as well as for those non- science majors who want a more traditional introduction to chemistry than Chemistry 100. Three class periods and one lab period. **Staff. 4**
principles.

121-122—GENERAL CHEMISTRY. An introductory study of basic chemical Topics include: fundamental language and nomenclature; stoichiometry; chemical bonding; molecular geometry; periodicity of chemical properties; comparison of states of matter; acid-base chemistry and an introduction to chemical equilibrium, kinetics, thermodynamics, and electrochemistry. Continued attention will be given to properties and reactions of biologically and industrially important substances. Laboratory experiments are designed to introduce quantitative and/or synthetic techniques and are selected to illustrate and reinforce material discussed in lecture and recitation. Prerequisite: high school chemistry or 110. Four class periods and one laboratory period weekly. Safety glasses required. **Evans, Fuson. 4**

199—INTRODUCTORY TOPICS IN CHEMISTRY. A general category used only in the evaluation of transfer credit.

223-224—ORGANIC CHEMISTRY. A study of the aliphatic, aromatic, and heterocyclic compounds of carbon. The reaction chemistry and stereochemistry of most of the principal classes of organic compounds are emphasized, specifically syntheses, reaction mechanisms, theoretical concepts, and the spectroscopic analysis of compounds. Increasingly, work in the second semester deals with biologically important examples. A laboratory course, (listed below) as appropriate, must accompany enrollment. Prerequisites: for 223, 122; for 224, 223. Four class periods weekly. **Doyle. 3**

225-226—ORGANIC CHEMISTRY LABORATORY. Techniques of organic laboratory practice taken concurrently with 223 and 224, respectively. Experiments are selected to demonstrate the preparation, behavior and characterization of typical organic compounds, and to introduce the techniques of organic qualitative analysis. The laboratory provides an experimental basis for illustrating aspects of the chemistry discussed in 223-224. One laboratory period weekly. Safety glasses required. **Evans, Doyle. 1**

228—ORGANIC CHEMISTRY LABORATORY. Laboratory work in organic chemistry similar to that offered in 226, but taken concurrently with 224 by those students planning to major in chemistry. Two laboratory periods weekly. Safety glasses required. **Evans, Doyle. 2**

231—ANALYTICAL CHEMISTRY. A course of quantitative analytical chemistry based on principles of chemical equilibrium, kinetics, and thermodynamics. The laboratory includes exposure to a range of solution methods along with spectroscopic, chromatographic, and electrochemical techniques for analysis. Offered fall semester only. Four class periods and one laboratory period weekly. Safety glasses required. Prerequisite: 122. **Melaragno. 4**

299—INTERMEDIATE TOPICS IN CHEMISTRY. A general category used only in the evaluation of transfer credit.

302—BIOCHEMISTRY. A study of the chemical and physiochemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological compounds. Prerequisites: 224 and 226 or 228 and Biology 112. Offered in the spring semester, but taught alternately by the Chemistry Department and the Biology Department (as Biology 302). Three class periods weekly plus laboratory. Safety glasses required. **Klatt. 4**

341—PHYSICAL CHEMISTRY I. An examination of the physical properties of chemical systems from both macroscopic and microscopic points of view. Topics include: gas laws and the kinetic molecular theory; thermodynamics and thermochemistry; equilibria and chemical kinetics. Prerequisites: Chemistry 122, Math 123, Physics 122. Four class periods and one laboratory period weekly. Safety glasses required. **Fuson. 4**

342—PHYSICAL CHEMISTRY II. A continuation of the examination of the physical properties of chemical systems begun in Physical Chemistry I, but focusing on the microscopic point of view. Topics include: structure and bonding from a quantum mechanical point of view; symmetry; and an introduction to spectroscopy and statistical mechanics. Prerequisite: Chemistry 341. Four class periods and one laboratory period weekly. Safety glasses required. **Fuson. 4**

361-362—DIRECTED STUDY. Laboratory (or library) research, in consultation with a member of the chemistry faculty. Offered to juniors and seniors. Prerequisites: 224 plus 342 or consent. Hours arranged. Safety glasses required. **Staff. 3**

399—ADVANCED TOPICS IN CHEMISTRY. A general category used only in the evaluation of transfer credit.

401-01—TOPICS IN PHYSICAL CHEMISTRY. A seminar covering selected topics in advanced physical chemistry. Possible topics include: nuclear magnetic resonance spectroscopy; computational methods in chemistry; physical chemistry of macromolecules; and atmospheric chemistry. Prerequisite: Chemistry 342. Three class periods and one laboratory period weekly. Safety glasses required. **Fuson. 4**

401-02—TOPICS IN ORGANIC CHEMISTRY. A study of synthetic strategy and certain theoretical aspects of organic chemistry using specially selected examples. The latter include some of the more complex compounds of the aliphatic, aromatic, and heterocyclic series, including compounds of biological significance. Prerequisites: 224 and 226 or 228. Three class periods and one laboratory period weekly. Safety glasses required. **Doyle, Evans. 4**

417—INORGANIC CHEMISTRY. A study of inorganic chemistry well beyond that encountered in 122. Topics treated include: chemical bonding; theory, structure and reactivity of coordination compounds; acid-base concepts; and descriptive chemistry and its relationship to periodic properties. Prerequisites: 224 and 342. Three class periods and one laboratory period weekly. Safety glasses required. **Gilbert. 4**

431—INSTRUMENTAL ANALYSIS. An examination of the theoretical basis for aspects of absorption spectroscopy, electrochemistry, and chromatography. Particular emphasis will be devoted to quantitative considerations. The laboratory will emphasize the uses of instruments, including computers, for solving chemical problems. Prerequisite: 231. Three class periods and one laboratory period weekly. Offered in spring semester only. Safety glasses required. **Melaragno. 4**

451-452—SENIOR RESEARCH. Laboratory research for qualified seniors working under faculty supervision. Students who wish to qualify for graduation with honors must first enroll in these courses. Prerequisite: 352 and staff approval. Hours arranged. Safety glasses required. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. Laboratory research for qualified seniors working under faculty supervision. A thesis is required. Registration is effected only by petitioning the Academic Affairs Council for permission to "convert" an initial registration in 451-452 to a registration in 461-462. Prerequisite: Staff approval. Hours arranged. Safety glasses required. **Staff. 4**

372/472—CHEMISTRY SEMINAR. A seminar program for the discussion of new developments in chemistry. Student written and oral presentations are based on extensive use of the chemical literature. Required of all departmental majors. Two semesters required. Offered in spring semester only. Prerequisite: junior/senior standing or consent. **Staff. 1**

Classical Studies

Associate Professor Garrett Jacobsen, Director

Associate Professor Garrett Jacobsen; Assistant Professor Timothy P. Hofmeister

Guidelines

By definition, a liberal arts education stresses the importance of coming to terms with those elements central to the development of a free human spirit. Classical Studies affords the opportunity for students to undertake thoughtful study and reflection about issues central to this quest.

In its broadest sense, Classics is the study of the ancient languages, literatures, and cultures of the area surrounding the Mediterranean basin from approximately 2000 B.C. to 500 A.D. It embraces three civilizations — the Minoan-Mycenaean, the Greek and the Roman; two languages — Greek and Latin; and a geographical area including Europe, North Africa, and the Middle East.

In its very essence, study in the Classics is primarily cross-disciplinary and humanistic. It concentrates on the aspects of human achievement which have served as the foundations of western civilization. These inquiries encourage breadth rather than specialization insofar as a student reading Classics should acquire familiarity with classical antiquity through the study of history, literature, philosophy, religion, art, and architecture. Throughout these studies, an attitude about and an appreciation for criticism and interpretation are fostered.

The study of Classics provides the opportunity for the student to realize various objectives: the acquisition of a competence in the classical languages; the development of an appreciation, a comprehension, and an enjoyment of classical literatures; and an understanding of the history and culture of the ancient world. Classics assists in making available the great literature of the world and places emphasis on aspects of the Greek and Roman genius, the forms of literature created and perpetuated, and the permanent contribution to the study of human nature and well-being so necessary for a liberally educated person.

In many ways, the Greeks and Romans faced virtually every issue which confronts contemporary human beings. Since we have in their civilizations the completed record of their failures and successes, in a true sense, the Classics serve as the nucleus of a liberal arts education.

Majors in Classical Studies

Classical Studies offers two majors: Latin and Classical Civilization.

The major in Latin provides an opportunity to learn the language and study the literature of the ancient Romans. Within an historical framework, the curriculum covers the most important literary genres and authors, illustrating a wide range of idiom, style, and subject matter; the curriculum is designed specifically to enhance the knowledge of students interested in history and literature, while ensuring the competency of prospective teachers of Latin.

The major in Civilization provides an opportunity to study the history and culture of ancient Greece and Rome. By examining the social identity, political evolution, and intellectual development of classical civilization, the student derives an essential understanding of the historical and cultural foundation of contemporary western society. The curriculum is designed to present a broad perspective of classical antiquity and to answer the question of what it meant to be a Greek or a Roman; it offers a valuable complement or preparation for work in law, govern-

ment, modern languages, literature, education, philosophy, religion, history, and the arts.

Requirements for Majors and Minors

Latin. The major in Latin requires the completion of Greek 111-112, CLCV 212; five courses in Latin beyond Latin 211; an additional CLCV course; and the Senior Conference. The minor in Latin requires three courses beyond Latin 211 and either CLCV 202 or CLCV 212.

Classical Civilization. The major in Classical Civilization requires the completion of the four core courses (CLCV 201, 202, 221, and 211 or 212); Latin 111-112 or Greek 111-112; a "related" course taken in the Departments of Political Science, Religion, Philosophy, or Art; two electives chosen with the consent of the adviser from Latin, Greek, CLCV, "related" courses, or "heritage" courses; and the Senior Conference. The minor in Classical Civilization requires the completion of the four core courses and two electives chosen with the consent of the adviser.

The Senior Conference is required of majors in Latin and in Classical Civilization. It is taken in conjunction with a course required for the major and will be structured as a series of joint conferences throughout the semester between the student, the instructor of the required course, and a member of the Classical Studies staff. It is expected that students will write a major paper as part of this activity. Students will receive one hour of credit for this activity, which must be taken during the senior year. Senior Research may be substituted for the Senior Conference.

Course Offerings

Latin

LATIN 111—ELEMENTARY LATIN. An introduction to the fundamental morphology and syntax of Latin. Exercises in grammar and translation are based primarily upon quotations from Latin literature. No prerequisite. **Staff. 4**

LATIN 112—INTERMEDIATE LATIN. An introduction to advanced grammar and the idiomatic language of Latin. Emphasis is given to the development of translation skills by reading extended passages of Latin prose and poetry. Prerequisite: Latin 111 or placement examination. **Staff. 4**

LATIN 211—LATIN PROSE WRITERS. Readings from ancient and medieval Latin. Selections range from Cicero's philosophical works to the *Gesta Romanorum* and some attention is given to the literature's relationship to cultural milieu. Prerequisite: Latin 112 or placement examination. **Staff. 4**

Latin 211 or permission of the staff is prerequisite for the following:

LATIN 301—ROMAN RHETORIC. Selections from the orations and rhetorical treatises of Cicero. Consideration is given to the influence of rhetoric in politics and education. (Not offered 1991-92.) **Staff. 4**

LATIN 302—ROMAN COMEDY. Selected works of the comic playwrights Plautus and Terence. Colloquial Latin, the definition of humor, and the influences of Greek comedy are important topics. (Not offered 1991-92.) **Staff. 4**

LATIN 311—ROMAN HISTORIOGRAPHY. Selections from the works of major Roman historians: Sallust, Livy, and Tacitus. Emphasis will be given to the work of one author in matters of style, content, and bias. (Not offered 1991-92.) **Staff. 4**

LATIN 312—LATIN LYRIC AND ELEGY. Selections from the *Odes* of Horace, the elegies of Propertius, and Ovid's *Amores.* Attention is directed to poetry as a vehicle of personal expression and social commentary. (Not offered 1991-92.) **Staff. 4**

LATIN 321—LATIN PROSE COMPOSITION. A study of Latin syntax and composition. Using Ciceronian Latin style as a model, the skill of translating English into Latin is practiced. (Not offered 1991-92.) **Staff. 4**

LATIN 322—LATIN EPIC. The epic genre as defined by Roman poets. A typical focus is Vergil's *Aeneid* with some comparative analysis of epics written by Lucretius, Ovid, and Lucan. (Not offered 1991-92.) **Staff. 4**

LATIN 331—SILVER AGE LATIN. PROSE readings from the *Satyricon* of Petronius and the letters of Seneca and Pliny the Younger. Consideration is given to the literary expression of the changing mores and perspectives of imperial Roman society. **Staff. 4**

LATIN 332—SILVER AGE LATIN. POETRY selections from the epigrams of Martial and the *Satires* of Juvenal. Consideration centers on poetry as an instrument for social criticism and personal invective. **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 3-4**

441-442—SENIOR CONFERENCE. **Staff. 1**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Greek

GREEK 111—ELEMENTARY GREEK. An introduction to the fundamental morphology and syntax of ancient Greek. Exercises in grammar and translation are based primarily upon quotations from Greek literature and the New Testament. No prerequisites. **Staff. 4**

GREEK 112—INTERMEDIATE GREEK. Advanced study of ancient Greek grammar and language. Emphasis is given to the development of translation skills by reading extended passages of Greek, especially Homer. Prerequisite: Greek 111 or placement examination. **Staff. 4**

GREEK 361-362—DIRECTED STUDIES. **Staff. 3-4**

Classical Civilization

CLCV 201—ANCIENT GREECE: HISTORY AND CIVILIZATION. A survey of ancient Greek culture and history from Minoan-Mycenaean civilization through the ascendancy of Athens to the conquests of Alexander the Great. Attention is given to the social, political, and cultural influences of Greek civilization on Western society. (Same as History 201) (Not offered 1991-92.) **Staff. 4**

CLCV 202—ANCIENT ROME: HISTORY AND CIVILIZATION. A survey of Roman civilization from the Etruscan kings through the Republic expanding beyond Italy to an Empire dominating Europe and the Mediterranean world. Of primary consideration is the force of the Roman character on the structure and perspectives of western civilization. (Same as History 202) **Staff. 4**

CLCV 211—GREEK LITERATURE AND ANCIENT SOCIETY. A survey of ancient Greek literature from the Homeric epic to the orations of Demosthenes, covering the areas of poetry, drama, historiography, philosophy, and rhetoric. The contexts and concepts of classical literature and society are emphasized. All readings in English. **Staff. 4**

CLCV 212—LATIN LITERATURE AND ANCIENT SOCIETY. A survey of Latin literature from the comedy of Plautus to the satire of Juvenal, covering the areas of poetry, drama, historiography, philosophy, and rhetoric. The contexts and concepts of classical literature and society are emphasized. All readings are in English. (Not offered 1991-92.) **Staff. 4**

CLCV 221—CLASSICAL MYTHOLOGY. The study of the myths of the ancient world. The oral and literary tradition of mythology, ancient conceptualizations of god and universe, modern theory and interpretation of myth are important topics. **Staff. 4**

CLCV 331—TOPICS IN ANCIENT HISTORY. An in-depth study of a particular aspect or era of ancient history including political, economic, and social themes. "Murder and Madness: Caesar to Nero," a study of the Julio-Claudian dynasty of the early Roman Empire, is an example. (Same as History 382) **Staff. 4**

CLCV 341—TOPICS IN ANCIENT LITERATURE. An examination of a particular genre or theme in ancient literature. "Greek Tragedy" or "Augustan Literature: Poetry or Propaganda?" are examples. **Staff. 4**

CLCV 361-362—DIRECTED STUDIES. **Staff. 3-4**

CLCV 441-442—SENIOR CONFERENCE. **Staff. 1**

CLCV 451-452—SENIOR RESEARCH. **Staff. 4**

CLCV 461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Communication

Associate Professor Suzanne E. Condray, Chair

Professor William R. Dresser; Associate Professor Suzanne E. Condray; Assistant Professors Pirouz Ghaffari, Laurel Kennedy, Mary Rose Williams; Instructor Kathleen Clark, Instructor (part-time) Barbara M. Thios

Departmental Guidelines

Major in Communication

A student majoring in Communication must elect a minimum of 32 semester hours of credit in the department. All majors must take Communication 121, 220 and 225. In addition to completing these basic requirements, students will elect an area of concentration. A student who chooses the **Speech Communication** concentration must take 221 or 224; 231, 222 or 223; and one or more 300 level courses (306, 331, 350-6, 350-7). A student who elects a **Mass Communication** concentration must take four courses in Mass Communication including 226, at least one 350 seminar, and one or more of the following (301, 305, 308, 327, 328).

Minor in Communication

To attain a minor in the department, a student must successfully fulfill 20 credit hours from departmental offerings. All minors are required to complete 121, 220 or 231, 225 and eight additional hours including at least one course at the 300 level.

Course Offerings

101—PUBLIC SPEAKING. A discussion-recitation approach to the oral communication of ideas. Students deliver informative and persuasive speeches that are individually reviewed. The course is intended to assist students in becoming more effective communicators, regardless of their major. Offered both semesters. **Dresser. 2**

121—COMMUNICATION CONCEPTS. The primary goal of this course is to introduce students to communication theory and concepts, to contexts in which communication occurs, and to research skills in the discipline. Required of all majors. **Staff. 4**

199—INTRODUCTORY TOPICS IN COMMUNICATION. A general category used only in the evaluation of transfer credit.

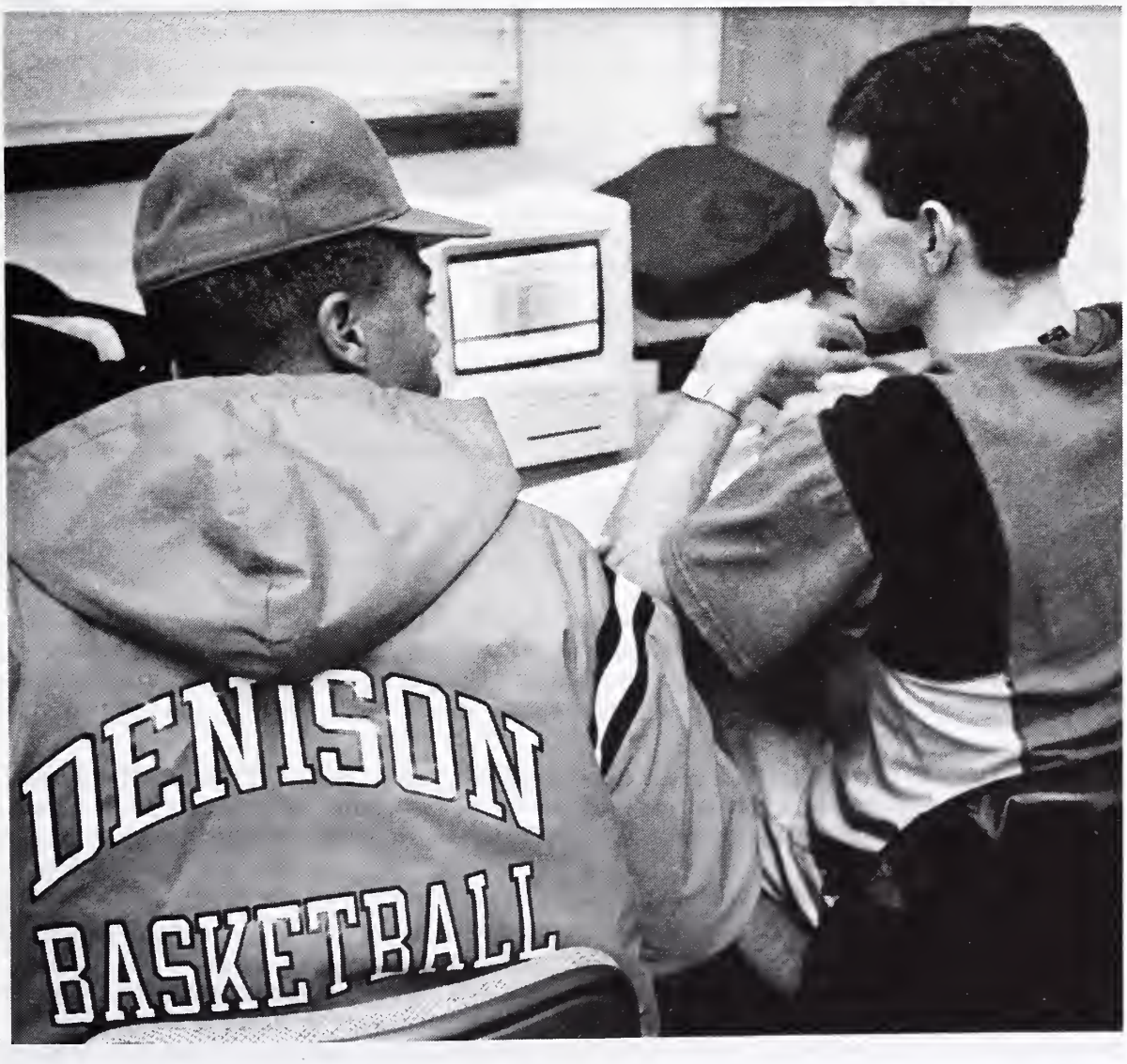
220—THE AUDIENCE, THE DYAD AND THE SMALL GROUP. An application of fundamental principles of communication and basic concepts to dyadic, small group, and speaker-audience situations. Communication principles common to the three settings and those unique to each will be developed and applied through readings, lecture/discussion, and structured experiences. Required of all majors.
Dresser. 4

221—GROUP DISCUSSION. A study of oral communication in the small problem-solving groups. Students prepare for and engage in a number of small group discussions to gain insight into the nature of leadership and participation in task-oriented discussion groups and to develop relevant skills.
Clark, Dresser. 3

222—ARGUMENTATION AND DEBATE: CONTEMPORARY SOCIAL ISSUES. A course in the study of argumentation and of rhetorical techniques essential to the law court and the legislative assembly. Students will explore social problems and advocate solutions within the frameworks of argumentative and rebuttal speeches, and orthodox and cross-examination debates. **Williams. 3**

223—PERSUASION. An introduction to the theory and practice of persuasion and an appraisal of its influences upon modern society. Students will prepare and deliver original persuasive speeches.
Dresser. 3

224—INTERPERSONAL COMMUNICATION. This course focuses on such aspects of the communication process as self-disclosure, person perception, stereotypes, self-concept, self-assertion, interpersonal conflict, emotions, non-verbal communication, language and semantics, emphathic listening, and communication models. **Clark. 4**



225—RADIO AND TELEVISION IN AMERICA. The history of radio and television development: a study of the structure of broadcasting; comparative study of broadcasting practices in other countries; the objectives of radio and television as a social force and cultural influence; a study of program types ; and the analysis of existing programs aimed toward the development of acceptable standards for broadcasting. Required of all majors. **Kennedy. 4**

226—THE SOCIAL IMPACT OF MASS MEDIA. This course examines the process of electronic and print media in several settings and explores the effects of exposure to mass directed messages. Topics included are: socialization of children, violence and aggression, political communication, media coverage of crimes and trials, diffusion of innovation, sexist and racist stereotyping, and the impact of future modes of mass communication. **Ghaffari. 4**

229—WOMEN, MINORITIES AND THE MASS MEDIA. This course focuses on the access of American minorities to the media in terms of employment and ownership, the portrayal of minorities in the media, and the historical and social ramification of the media coverage of minorities in the cultural milieu. Minorities will be defined by race, sex, and/or affiliation, including Blacks, Hispanics and women. **Condray. 4**

230—PUBLIC RELATIONS. An introduction to the theories, methods, and practice of public relations, examining the efforts of institutions to influence and maintain favorable opinion both within and outside of their organizations. The course will include case studies in industrial and political public relations efforts, and exercises in public relations activities and crisis communication. **Staff. 4**

231—VOICE AND DICTION. This course is a study of voice (loudness, rate, quality, and expressiveness) and diction (production of individual phonemes — vowels, diphthongs and consonants). Each student tapes and analyzes his/her own use of English. The course includes a study of American English dialects. **B. Thios. 4**

252—THE BASES OF SPEECH. This course examines the production and perception of speech. The anatomical, physiological, acoustical, linguistic, social and psychological natures of oral communication are studied. **B. Thios. 3**

299—INTERMEDIATE TOPICS IN COMMUNICATION. A general category used only in the evaluation of transfer credit.

301—MEDIA PROGRAMMING AND ECONOMICS. This course examines the economic influences on media content, the decision-making processes that influence the production of programming, and the influence of new technologies on programming. **Kennedy. 4**

305—COMPARATIVE MEDIA SYSTEMS. This course examines media systems in developed and developing nations. It explores the organizational nature of the media system and its relationship to a nation's social, political, and economic structures. **Kennedy. 4**

306—ORGANIZATIONAL COMMUNICATION. A study of the communication process in organizational settings, including an examination of contrasting theories of organization, the role of communication in different types of organizational structures, the impact of organizational culture, and the nature of communication on different levels within the organization. **Dresser. 4**

308—MASS MEDIA WRITING. The course focuses on writing for print, radio, and television. In addition to analyzing messages for each medium, each student will be responsible for preparing select written assignments and group projects. Assignments will emphasize skills in newswriting and scriptwriting. **Condray. 4**

327—ADVERTISING. This course will examine several aspects of the role of advertising as a form of social communication in America. It will cover the history of advertising's emergence and its intimate relationship with all of the major American mass media. It will discuss advertising's impact on personal communication and interpersonal relationships. It will teach students to examine the rhetoric of advertising, both verbal and visual, from a critical perspective. This is not an applied course. **Staff. 4**

328—MASS MEDIA LAW. An exploration of governmental and non-governmental regulation of electronic and print media in American society. The societal, statutory, and self-regulatory forces that shape mass media are examined in light of First Amendment guarantees. Topics include: control of broadcast programming, regulation of advertising, obscenity and pornography, laws of privacy, and the development of a socially responsible press. **Condray. 4**

331—INTRODUCTION TO COMMUNICATION DISORDERS. This course encompasses the wide variety of problems that humans may have in communication, (stuttering, hearing disorders, voice disorders, delayed/disordered language, aphasia, phonological disorders, etc.). The course examines the nature of the problems, the causes, and the impact on people, as well as theoretical considerations. **B. Thios. 4**

350—SEMINARS: CURRENT TOPICS IN COMMUNICATION.

350-1—News Criticism. This seminar examines the creative and organizational processes that contribute to the construction of broadcast news. The aim of the course is to develop an understanding of the social, political and economic forces that influence broadcast and print journalism. In addition, the course explores the role of television news in shaping our vision of international and domestic politics. **Ghaffari. 4**

350-2—Media Literacy. This seminar explores the language or rhetoric of television. Attention is given to the following: visual literacy, visual composition, television aesthetics and television criticism. The goal of the course is to help students develop a critical vocabulary and methodology for the evaluation of television. **Staff. 4**

350-3—Culture, Communication and Power. This seminar examines the interaction between culture, communication and power. The class explores the role of cultural products in the definition of social and political relations. A variety of cultural forms are examined, including novels, magazines, advertisements, music and television programs. **Staff. 4**

350-4—Mass Media and the Presidency. This seminar examines the relationship between the mass media and the American presidency. It focuses on the historical development of the relationship, the role of the press and press secretary's office in White House coverage, the influence of presidential press coverage on public perception of the presidency, and the influence of the media on presidential election campaigns. **Condray. 4**

350-5—Political Communication. Political Communication is a seminar which explores the nature of political discourse in a mass media age. The course examines such topics as political language and symbols, the use of propaganda, and the influence of television on political rhetoric. **Condray. 4**

350-6—Advocating Reform: Communication in Social Movements. The seminar examines the use of traditional and non-traditional forms of communication, including speeches, mass-mediated messages, slogans, demonstrations, and other forms of social protest, that have been used in the social movements of the 19th and 20th centuries. Through this approach, the course seeks to explore the role of persuasion in social movements and the forms of mass persuasion adopted by various groups in advocating reform. **Condray, Williams. 4**

350-7—Topics in Speech Science. Intensive study of selected topics in speech science. Examples of current topics include: Children's Language and Learning, Communication Changes in Aging, Augmentative Communication Systems, and Acoustic Phonetics. Prerequisite: Consent of instructor. **B. Thios. 4**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3-4**

399—ADVANCED TOPICS IN COMMUNICATION. A general category used only in the evaluation of transfer credit.

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Dance

Associate Professor Elizabeth Gill Miller, Chair

Associate Professor Elizabeth Gill Miller; Assistant Professors Eleni A. Hofmeister, Sandra Mathern-Smith; Resident Musician Keith Fleming; Adjunct Musicians Marcia Brannon, Jean Pollock; Adjunct Technical Director, Fred Kraps

Departmental Guidelines

The Department of Dance is committed to exploring the principles of the art form through the medium of movement and through theoretical inquiry. The opportunity for application in research and concert performance is available early in the student's career, enabling him/her to become independently productive in the use of these principles.

Requirements for the B.A. degree in dance: 36 credits minimum

The Bachelor of Arts degree in dance offers the student an opportunity to combine technical movement study with theoretical study. The student is then required to design a senior research or experiential project that serves to draw together a specific area of interest with other more general information.

All dance majors are required to take 14 credit hours of technique divided as follows: eight of ballet and six of modern, or eight of modern and six of ballet. Dance 331 and 341 are required. As staffing permits, the department offers technique classes outside of the modern and ballet idioms. Majors and minors are encouraged to participate in those courses; however, those credit hours earned will not be applied toward fulfilling the requirements for the completion of the dance major or minor.

The theoretical inquiries have been divided into four "core" areas: Compositional Studies, Historical Perspective, Human Movement, and Movement Analysis. All majors are required to take any two semesters in any three areas of inquiry to complete the requirements. **Compositional Studies** (Dance 205, 206, and 207) includes two levels of Composition and one of Improvisation. **Historical Perspective** (Dance 125, 271, 272) is comprised of various semesters of historical survey of Western concert dance. Occasionally the Department will substitute Afro-American Dance History (Dance 226) or other special courses as faculty permits. **Human Movement** (Dance 371, 372) includes a full semester of Kinesiology followed by a laboratory semester of corrective systems and individual problem solving. **Movement Analysis** (Dance 381, 382) consists of Labanotation and Laban Movement Analysis (Effort/Shape/Space/Body) and results in the reconstruction of one or more master works for performance. Four credit hours of Senior Seminar (Dance 490) is also required.

Minor in Dance

The minor in Dance consists of 20 credit hours: 10 technique hours in modern and/or ballet technique (which must include either 331 or 341); and 10 hours of academic work, four of which must be Senior Seminar.

Course Offerings

All 100 level courses open to all students.

125—DANCE APPRECIATION. Through reading, films, and viewing live performance whenever possible, we will analyze dance from a number of other fields: anthropologically, philosophically, historically, and psychologically. This course is structured for non-dancers, no movement background required, although limited exposure to movement is included. **3**

131—BEGINNING MODERN TECHNIQUE. This course offers students a basic movement experience which strives to promote greater integration of mental and physical knowledge and kinetic awareness. Exercises emphasizing placement, flexibility and strength will be taught. The basic elements of dance — space, time and force — are introduced and explored with the larger purpose of providing a deeper appreciation of dance as an art form. A limited number of reaction papers are required. **1**

141—BEGINNING BALLET TECHNIQUE. This course serves the student with no previous training, and those who have had little training or none recently. Basic body placement, the positions of the feet, simple port de bra, and other simple movements are taught. The proper carriage of the body in classic ballet technique is explored through elementary barre and centre exercises. Second semester offers an accelerated introduction to accommodate newcomers yet sustains the development of returning students. **1**

151—BEGINNING JAZZ TECHNIQUE. This course introduces the student to the fundamental aspects of modern contemporary jazz. It serves the student in establishing an awareness of the human body's movement potential and the anatomical importance of correct alignment. As faculty permits, the emphasis may switch to Afro-American contemporary jazz. **1**

199—INTRODUCTORY TOPICS IN DANCE. A general category used only in the evaluation of transfer credit.

205-206—COMPOSITION. A studio exploration of dance choreography, including problems in time, space, dynamics, design. Analysis and critiques of original compositions are required. Some work for concert performance may develop from these two semesters. **3**

207—IMPROVISATION. Exploration of spontaneous dance composition in solo and group forms. Through the manipulation of spatial and temporal structure, the variations of movement collage are continuously discovered. **2**

226—AFRO-AMERICAN DANCE THEATRE. This course outlines and examines, through an academic study of dance, the disruption and suppression of the social and religious life of Blacks in the Caribbean and North America. The ways in which historical factors have shaped the participation of Blacks in U.S. life plus their contributions to the arts in U.S. society are studied. Offered occasionally as faculty permits. (Not offered 1991-92) **3**

231, 232—INTERMEDIATE MODERN TECHNIQUE. These courses offer students a heightened movement experience with greater emphasis on technical development and aspects of performance. Exercises emphasizing placement, flexibility and strength are taught, with specific attention given to gravity, transition, phrasing and movement of the torso and limbs in opposition and harmony. **2**

241, 242—INTERMEDIATE BALLET. Primarily a continuation of Beginning Ballet (141), a certain amount of review of the basic work precedes the study of a greater variety of simple steps. There is increased emphasis on $$ Aaepaulement, pirouettes, adagio and petit and grand allegro in center work. The level of technique in the second semester (242) expands to include longer, more controlled adagios, more variety of turns, effort to improve elevation and extension, and a development of port de bras in relationship to carriage and performance. **2**

251, 252—INTERMEDIATE JAZZ TECHNIQUE. These courses enhance the theoretical concepts of movement in relation to the contemporary jazz techniques covered in Dance 151. The level of technique and movement concepts covered is designed to foster greater technical facility and places emphasis on the importance of muscular economy in executing movement. Emphasis is also given to the development and refinement of jazz combinations. (Offered only as faculty permits.) **2**

271—EARLY DANCE HISTORY. Chronological study of dance in an anthropological and philosophical framework, from the earliest available records of dance in the 15th century through the inception and development of classical and romantic ballet in the 19th century. **3**

272—CONTEMPORARY DANCE HISTORY. A survey of Western theatrical dance, both ballet and modern as it is displayed in America. Each semester may revolve around a theme selected by the faculty member teaching the course, ranging from mythological stories presented in ballet and modern dance to the emergence of video dance. (Not offered 1991-92.) **3**

299—INTERMEDIATE TOPICS IN DANCE. A general category used only in the evaluation of transfer credit.

331—ADVANCED MODERN TECHNIQUE. Advanced modern technique strives to integrate technique with quality of movement. It provides the dancer with the rigorous training required for performance and requires an attitude that anticipates professionalism. **3**

341—ADVANCED BALLET. Like advanced modern, this course is designed for the most advanced dancers in the department and requires an attitude of dedication that anticipates professionalism. The level of the class in general determines the material presented. **3**

361-362—DIRECTED STUDY. Individual pursuits in choreography, kinesiology, history/criticism or movement analysis, under the supervision of a faculty member. **3-4**

363-364—INDEPENDENT STUDY. **3**

371—KINESIOLOGY. This course artificially divides the moving body into skeletal, muscular, and neurological systems. The student is expected to become familiar with a fair number of terms and the morphology and physiology of bones, muscles, and nerves. The laboratory component consists of application exercises and the collection of simple research data. (Not offered 1991-92.) **3**

372—SYSTEMS OF CORRECTIVES AND INDIVIDUAL PROBLEM SOLVING. Through the introduction of Alexander Technique, Bartenieff Fundamentals, Feldenkrais Movement Awareness and Sweigard-Todd Ideokinesis, the student explores various approaches to voluntary interference with inherited movement patterns and the training of new skills. Prerequisite: Kinesiology. **3**

381—MOVEMENT ANALYSIS I. This course explores a comprehensive system of structural movement analysis and notation, dealing with elements of time and space, support, gesture, and the translation of notation symbols into movement through a process of submersion, reading, and reconstruction. **3**

382—MOVEMENT ANALYSIS II. This course explores qualitative movement dynamics primarily through a Laban-based system of Effort and Shape determinants. The student will learn a coding system for recording observed movement and practice this skill through the viewing of films and participation in field trips. Movement Analysis I is NOT a prerequisite for this course. **3**

399—ADVANCED TOPICS IN DANCE. A general category used only in the evaluation of transfer credit. **1-3**

420—PERFORMANCE WORKSHOP. The technical aspects of producing a concert are applied through practical experience. Performance space preparation (the hanging of lights, laying of the floor, and the building of audience space) and the designing of lighting, costumes, and publicity are taught by means of application. Students are awarded credit based on the number of hours of involvement. **1-2**

430—REPERTORY. New and reconstructed works choreographed by faculty are learned by students and rehearsed for public performance. Credit is awarded based on the number of hours of involvement. By audition only. Auditions held early each semester. **1-2**

451-452—SENIOR RESEARCH.

461-462—INDIVIDUAL WORK FOR HONORS. **4**

490—SENIOR SEMINAR. This course is designed as a prerequisite for the Comprehensive Examination. The course consists of an integration of academic coursework offered in the Department. Redesigned each fall based on the specific makeup of the class, this course aims to focus each student's preparation of a full written research document or the undertaking of several works for concert production. This course is required of dance majors and minors. **4**

East Asian Studies

Professors Che Gil Chang, Mary Beth Heston, Leonard Jordan, Naomi Kazusa, Barry Keenan, Paul King, Patricia Mumme, James Pletcher, Yi-ling Ru, David Sorenson, Charles Stoneburner

To graduate with a degree in East Asian Studies requires a balance of courses in Chinese or Japanese language study with courses, selected from a variety of departments, focusing on the East Asian region. Study in China, Hong Kong, Taiwan, or Japan for a semester or a year on an approved program is encouraged. Every senior major will research a topic chosen by the student in consultation with professors from two disciplines.

A Minor in East Asian Studies

The East Asian Studies minor requires three semesters of study of the Chinese or Japanese language. The twenty credits to fulfill the minor must include the two core courses, and three additional courses chosen from category III (see below). Only one independent study course, and one comparative course will count towards the minor.

A Major in East Asian Studies

Majors will choose courses in close consultation with a faculty adviser. Senior year the major will focus the methodologies of two disciplines on a research topic concerning China, Japan, or their interaction. The major requires one language semester beyond the college language requirement, seven area studies courses, and a senior research project that together normally will equal a total of thirty-six credit hours. Advisers can help the student select which courses in approved study-abroad programs will meet the requirements below.

I. Language requirement: four semesters of Chinese or Japanese coursework, or the equivalent. Majors are encouraged to begin their language work at Denison their freshman year, if possible.

II. The Two Core Courses
   - A. History 232 — Traditional East Asian Civilization or Religion 216 — Religions of China and Japan
   - B. History 233 — Modern East Asian Civilization

III. Five East Asian area studies courses, selected from the following:
   - A. Rel. 216 Religions of China and Japan
     Art 291 Art of Japan
     Art 292 Art of China
     Art 293 Art of Burma and Southeast Asia
     Pol. Sci. 325 Politics in China
     Soc/Anth. 325 The Challenge of Modern China
     Chinese 203 Traditional Chinese Literature in Translation
     Chinese 204 Modern Chinese Literature in Translation
     Chinese 305 Love, Sexuality and Images of Women in Chinese Literature
     Hist. 326 The Confucian Classics
     Hist. 327 The Modern Fate of Confucian China
   - B. Independent Study (maximum of two):
     Examples:
     Econ. 361-362 East Asian Economics (King)

English 363-364 Pre-Modern Japanese Literature (Stoneburner)
Chinese 361-362 Readings in Chinese Texts
Pol. Sci. 363-364 Political Development of Southeast Asia (Pletcher)
Interdepartmental 361-362 Directed Study in East Asian Studies
Interdepartmental 363-364 Independent Study in East Asian Studies

C. Comparative Courses (Maximum of two):
East Asia in comparison with another region of the world
Eng. 351 Asian Literature in English Translation
S/A 340 Social Revolutions of the Twentieth Century: China and Nicaragua
Hist. 328 Vietnam at War
Econ. 316 Third World Economic Development: East Asian and Latin America
Art 157 (Fall, 1991) Asian Art

IV. Senior Research Project
East Asian Studies 450 — Senior Project in East Asian Studies. Selecting two disciplines, the student chooses a topic in East Asian Studies and utilizes the skills of both disciplines to analyze that topic in a major research paper, directed by faculty members from both disciplines.

Study Abroad

Denison-approved programs of study in the People's Republic of China are available in Nanjing and Beijing for semester or year-long periods through the China Consortium (CIEE). In Taipei, the Institute of Asian Studies (IAS) program at Fu Jen University is approved. Applications can be considered for either semester, or for a year. In Hong Kong, the International Asian Studies Program at the Chinese University of Hong Kong is approved, and is normally two semesters in length. In Japan, the Waseda program is approved for a full year, and the Institute of Asian Studies programs at Nagoya or Tokyo for either semester or for the full year are also approved.

Course Offerings

Art

291—ART OF JAPAN. A survey of Japanese architecture, sculpture, painting, and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their cultural and religious context. **Heston. 4**

292—ART OF CHINA. A survey of Chinese architecture, sculpture, painting and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their religious and cultural context. The course provides an opportunity to work with the Denison collection of Chinese art. **Heston. 4**

293—ART OF BURMA AND SOUTHEAST ASIA. A survey of the architecture, sculpture, painting and decorative arts of Burma, Sri Lanka, Thailand, Indonesia, Kampuchea and other areas of Southeast Asia, with an emphasis on the works in their religious and cultural context, with a special focus on Burma. The course provides an opportunity to work extensively with the Denison Collection of Burmese art. **Heston. 4**

Chinese

111-112—BEGINNING CHINESE. A comprehensive introductory course in modern standard Chinese through the four basic skills: aural comprehension, speaking, reading, and writing. The two beginning courses will concentrate on correct pronunciation and the four tones as well as the basic grammatical patterns. **Ru. 4**

203—TRADITIONAL CHINESE LITERATURE IN TRANSLATION. Two thousand years of Chinese literature from early lyricism in the *Book of Songs* to Ming dynasty fiction. Selected samples of a variety of genres are studied historically with careful attention to the social and cultural context of each work. Offered in the Fall. **Ru. 4**

204—MODERN CHINESE LITERATURE IN TRANSLATION. A major theme of twentieth-century literature in China is opposition to tradition. From the turn of the century to the present, attack upon Confucianism and the use of classical allusions liberated creative writing in China and introduced vital new writing forms. Other themes include: the relationship of literature to history, and the issue of didacticism in literature. Offered in the Spring. **Ru. 4**

211—INTERMEDIATE CHINESE. Development of conversational skills. Comprehensive grammar will be the core of the course, along with further development of reading ability and more extensive oral practice. Prerequisite: 112 **Ru. 4**

212—INTERMEDIATE CHINESE. Further development of fluency in conversation and in reading. Emphasis on the students' ability to write Chinese characters through compostion exercises. Prerequisite: 211 **Ru. 4**

305—LOVE, SEXUALITY AND IMAGES OF WOMEN IN CHINESE LITERATURE. Will examine the expression of love, approaches to sexuality, and images of women in Chinese literature from ancient times up to the present day. Students will learn both the traditional views and contradictory perspectives reflected in Chinese literature. The texts include Chinese poetry, plays and novels in English translation. An introduction to certain aspects of Women's Studies will serve as a guideline in introducing this divergent culture. That is, students will use Western theory to interpret the Chinese texts on the one hand, to read the Chinese literary texts from inside perspectives of the culture on the other hand. This course is designed to meet the GE requirement of Non-Western Studies as well as the major and minor of both Asian Studies and Women's Studies. **Ru. 4**

311—ADVANCED CHINESE. Further study and practice to attain mastery of the Chinese language. Emphasis on improving ability to read Chinese texts. Special help and preparation for those who plan to study in China. Prerequisite: 212. **Ru. 4**

312—ADVANCED CHINESE. Students will read more extensively and write more widely. The conversations will involve more detailed issues. The four skills will be improved through intensive tutoring of the students and more advanced reading and writing assignments. Prerequisite: 311. **Ru. 4**

361-362—DIRECTED STUDY. **Staff. 3-4**

History

232—TRADITIONAL EAST ASIAN CIVILIZATION. The civilizations of China and Japan from classical times to the nineteenth century. Topics treated: the unique staying power of the 2000-year tradition of the Chinese dynastic state; the distinctive religious and scientific traditions that flourished under the scholar-official bureaucracy of imperial China; the Japanese samurai ideal, Japan's centralized feudalism, and lasting Japanese cultural monuments. (Normally offered in the spring.) **Keenan. 4**

233—MODERN EAST ASIAN CIVILIZATION. Beginning from an insider's view of how both prince and peasant saw the world around them before the encroachment of the West, this course analyzes the modern transformation of East Asia. Topics include: the conflict of Sinocentrism and modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor, and the significance of the Korean War in East Asia. (Normally offered in the fall.) **Keenan. 4**

326—CLASSICAL CHINA: THE CONFUCIAN CLASSICS. An examination of the basic texts of the East Asian cultural tradition which define human nature, what it is to be moral and a complex political philosophy. The canon of Confucian classics has probably been the most influential in world history. They still provide the modern ground of discourse for the Chinese, Vietnamese, Korean and Japanese peoples. Research papers may focus on the original canon, or on their application to any of the cultural traditions mentioned above. (Normally offered in the fall.) **Keenan. 4**

327—THE MODERN FATE OF CONFUCIAN CHINA. This course compares China's first westernization movement in the 1870s with the opening to the west in the People's Republic of China in the 1970s. Both reform movements take place in non-capitalist Chinese economic and political orders, yet were committed to internalizing aspects of foreign capitalist society. The successes and failures of the first movement will shed light on the second movement which is still continuing. **Keenan. 4**

328—VIETNAM AT WAR. Beginning with the clash of dynastic order and French colonialism in the nineteenth century, the course will examine the genesis of Vietnamese nationalism, and the nature and consequences of the Vietnamese struggle for national liberation. Post-WWII warfare will be studied in the context of the larger Cold War, including the rise of communism in China, and the Korean War. This course may not be used for history majors to meet the Non-Western requirement. (Normally offered in the spring.) **Keenan. 4**

Japanese

111-112—BEGINNING JAPANESE. A comprehensive introductory course in modern standard Japanese through the four basic skills: aural comprehension, speaking, reading, and writing. **Kazusa. 4**

211—INTERMEDIATE JAPANESE. Development of conversational and reading skills. Aural/oral exercises, review of Chinese grammar, and practice in writing and reading of Kanji. **Kazusa. 4**

361-362—DIRECTED STUDY. **Kazusa. 4**

Interdepartmental

320—ASIAN LITERATURE IN ENGLISH TRANSLATION. A sampling, chronological within each culture, of drama, fiction (long and short), and poetry (epic, ode, lyric) from Babylon, China, India, Japan, and other Asian countries. **Stoneburner. 4**

Political Science

325—POLITICS IN CHINA. The following topics will be addressed in this course: the development of Chinese political thought, the role of Marxism-Leninism, the development of the communist movement in China, the organization and operation of the party and state organs in China, problems of centralization and de-centralization of authority, Chinese political culture, inter-relationships of political and economic issues, the role of leadership, the role of the military in China, and the Chinese foreign and defense policy. **Staff. 4**

Religion

216—RELIGIONS OF CHINA AND JAPAN. This course explores the basic teachings and historical development of the most influential religious traditions and schools of thought in East Asia, including Confucianism, Taoism, Buddhism, and Shinto. Attention is given to classical texts, popular practice, and the recent impact of Western culture on East Asian religion. (Normally offered each fall.) **Mumme. 4**

Sociology/Anthropology

325—THE CHALLENGE OF MODERN CHINA. Since the establishment of the People's Republic of China in 1949, the Chinese people and their government have been carrying out an experiment in economic and social reorganization on a vast scale. Both their successes and failures are opportunities for us to gain a better understanding of social processes. This course is intended to cover post-1949 China in the context of that society's recent history (1850-1949). There will be a general focus on the political economy—as expressed in economic organization and political structures—and on the dominant ideology. Special attention will be given to rural and urban political and economic structures, the organization of work, the role of the family in society, the status of women, and recent moves to integrate China into the international market system. No prerequisite. This course satisfies the Non- Western studies requirement. **Jordan. 4**

340—SOCIAL REVOLUTIONS OF THE TWENTIETH CENTURY: CHINA AND NICARAGUA. This course will investigate two significant revolutions of the 20th century: the revolution in China and the revolution in Nicaragua. The investigation will address a number of questions about revolutions in general and resolve them in terms of these specific revolutionary activities. For example: What are the general conditions which cause revolutionary activity to occur? Who are the contending parties and what interests in the society do they represent? Why are some revolutionary activities successful and others not? **Jordan. 4**

Economics

Faculty

Professor Paul G. King, Chair

Professors Robin L. Bartlett, Daniel O. Fletcher, Paul G. King, Richard L. Lucier, Timothy I. Miller; Associate Professors Sohrab Behdad, Ross M. LaRoe; Assistant Professors David Boyd, Laura Boyd, Tara Gray, Emily C. Lawrance

Departmental Guidelines

The courses offered by the Department of Economics deal with fundamental problems involved in the social process of utilizing scarce resources to satisfy human wants. The primary goals of this department are threefold:

First, to promote an understanding of basic economic aspects of society and to provide a base for intelligent and effective participation in modern society. Whatever one's interest or career plans, intellectual curiosity about the functioning of the economy and a willingness to engage in analysis are prime requisites for success. Second, the department provides essential background in economics for students considering careers in business and government and for graduate study leading to careers in business and business economics, government and international affairs, high school and college teaching, industrial relations, and law. Third, the department attempts to furnish a basic foundation in economics for students planning to pursue graduate studies in economics.

Major Requirements

All economics majors must complete a minimum of seven four-credit economics courses and four one-credit laboratory courses. The course choices must satisfy the following three requirements:

Core Requirements

All students must take:
Principles and Problems (200, 4 credits)
Intermediate Macroeconomic Theory (301, 4 credits)
Intermediate Macroeconomics Laboratory (301, 1 credit)
Intermediate Microeconomic Theory (302, 4 credits)
Intermediate Microeconomics Laboratory (302, 1 credit)

Quantitative Requirements:

All students must take either:
Econometrics (307, 4 credits)
Econometrics Laboratory (307, 1 credit)
or
Mathematical Economics (332, 4 credits)
Mathematical Economics Laboratory (332, 1 credit)

Advanced Course Requirements:

In addition to the above, all students must take at least three courses chosen from the 310-350 sequence. At least one of those courses must have an associated laboratory.

Combined Major in Mathematical Sciences and Economics

A student interested in quantitative aspects of economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematical Sciences background may elect this combined major. Requirements are Mathematical Sciences 171, 341, 342, 351 and Economics 200, 301, 302, 307, 332, and an additional course from the 310-350 series.

Philosophy, Politics and Economics

The Economics Department participates in the interdepartmental major in Philosophy, Politics and Economics. Details about this program can be found on page 113.

Minor Requirements

The Economics minor is meant to provide a basic grounding in economics for students majoring in other fields. It is hoped that students will make a conscious effort to relate the minor to their major field. Minors must take the following courses: 150 or 311, 200, 301, 302, and one course from the 310-350 sequence. All prerequisite courses must be taken as well as laboratories associated with 301, 302 and, where offered, the 310-350 course chosen.

Course Offerings

NOTE: In order to receive credit, students must register for both the four credit course and the one credit laboratory course where that is applicable.

150—ISSUES IN THE AMERICAN ECONOMIC SYSTEM. This course is a study of contemporary issues in the American economy. Students will be introduced to the mode of reasoning in economics and will become familiar with the analysis of production in a market economy. This is to provide students with a frame of analysis for critical understanding of the nature of economic issues and the debates that surround these issues. The topics of exploration may include market structure, competition and consumer sovereignty; labor and labor organizations, economic inequality, poverty and discrimination; environmental decay and control; government intervention in the market; unemployment, recession and inflation; budget deficit and national debt; the position of the U.S. in the world economy. This course fulfills the General Education requirement in American Social Institutions. **Staff. 4**

199—INTRODUCTORY TOPICS IN ECONOMICS. A general category used only in the evaluation of transfer credit.

200—PRINCIPLES AND PROBLEMS. A survey of the field of Economics, with a balance of description, analysis, and policy. The purpose of the semester's work is to provide the student with an understanding of crucial economic concepts which are required to analyze a variety of economic problems, and to offer a chance to use these tools in discussing some of these problems. This is the first course for the major and **is prerequisite** for ALL intermediate and advanced economics courses. It will also fulfill the Social Inquiry General Education requirement. There is no prerequisite, but students who take Economics 150 may later take Economics 200. This course will be more technical and devoted to model building than the 150 course. **Staff. 4**

249—ACCOUNTING SURVEY. A survey designed specifically for liberal arts students interested in Business, Economics, Law, and Government. Introduction to the principles of financial statements, costs and revenues, cost accounting, consolidated statements, and analysis of financial statements. This course is taught on a structured, tutorial basis. Course credit may not be counted toward a major in Economics. **Staff. 4**

299—INTERMEDIATE TOPICS IN ECONOMICS. A general category used only in the evaluation of transfer credit.

301—INTERMEDIATE MACROECONOMIC ANALYSIS. An examination of the determinants of national income, employment, and the price level in the economics system, including analysis of consumption and saving, private investment, government fiscal policy, business fluctuations, and the interactions between money and national income. Prerequisite: 200. **Staff. 4**

301—INTERMEDIATE MACROECONOMIC LABORATORY. **Staff. 1**

302—INTERMEDIATE MICROECONOMIC ANALYSIS. An examination of the basic assumptions and methods of analysis employed in microeconomic theory, including demand analysis, production and cost relationships, market structures, distribution theory, general equilibrium, and welfare economics. Prerequisite: 200. **Staff. 4**

302—INTERMEDIATE MICROECONOMIC LABORATORY. **Staff. 1**

307—ECONOMETRICS. An essential activity in any science is the systematic testing of theory against fact. Economics is no exception. This course develops and uses the statistical techniques that are essential for the analysis of economic problems. These techniques allow for testing of hypotheses, estimating magnitudes, and prediction. Prerequisites: 301 and 302. **Miller, Lawrance, L. Boyd. 4**

307—ECONOMETRICS LABORATORY. **Miller, Lawrance, L. Boyd. 1**

310—PUBLIC FINANCE. Public revenues, expenditures, debt, and financial administration, with emphasis on theory and practice of taxation and problems of fiscal policy. Prerequisite: 302. **LaRoe. 4**

311—ECONOMIC CONTROVERSIES AND THE EVOLUTION OF ECONOMIC THOUGHT. A critical inquiry into the historical foundations of present controversies in economics. Two sets of issues have been intertwined in the development of the present paradigms in economic theory. There have been social and ideological issues such as the power of the state and the limits of individual rights, social harmony and conflict, stability and change, and poverty and inequality. And there have been theoretical concerns about the nature and determinants of value, wages and prices, allocation of resources, distribution of social product, and the operation and efficiency of the market. In this course there is an attempt to better understand present controversies in economics by exploring the historical relation between socio-ideological issues and theoretical concerns within various schools of economic thought. Beginning with medieval times and continuing into the twentieth century, selected writing of the leading members of these schools of thought will be critically examined in the context of the historical and institutional conditions of their time. Prerequisites: Economics 150 or 200 and junior standing. **Behdad, King. 4**

313—INDUSTRIAL ORGANIZATION AND THE PUBLIC CONTROL OF BUSINESS. An evaluation of governmental policies to encourage or restrain competition in view of (1) the general problem of economic power in a capitalistic society, and (2) the modern industrial structure and the types of business behavior and performance which it implies. Prerequisite: 302. **Fletcher, D. Boyd. 4**

313—INDUSTRIAL ORGANIZATION LABORATORY. **Fletcher, D. Boyd. 1**

314—INTERNATIONAL TRADE. This course explores the pattern and problems of world trade. The main topics are: theories of international trade, tariffs and other trade barriers, international trade organizations, common markets and free trade areas, U.S. commercial policies, trade problems of developed and underdeveloped countries, east-west trade, international migration of labor. Prerequisites: Economics 302, or consent of instructor. **Lucier, Behdad. 4**

314—INTERNATIONAL TRADE LABORATORY. **Lucier, Behdad. 1**

315—MONEY AND BANKING. Principles of money, credit, and banking, including a study of the influence of money on levels of national income, prices, and employment. Development of modern monetary and banking practices and policies. Prerequisite: 301. **Bartlett, Miller, King. 4**

315—MONEY AND BANKING LABORATORY. **Bartlett, Miller, King. 1**

316—ECONOMIC DEVELOPMENT IN THE THIRD WORLD. A survey of the structure and problem of the underdeveloped economies, with particular emphasis on the major determinants of economic growth. Prerequisites: 301, 307, or consent. **Behdad, King. 4**

316—ECONOMIC DEVELOPMENT LABORATORY. **Behdad, King. 1**

317—LABOR ECONOMICS. This course develops the orthodox theory of labor economics: wage determination and resource allocation under different market conditions (pure competition, monopoly and monopsony). Other topics include: worker alienation, labor unions, and the Soviet labor economy. The course also deals with the great controversies of labor economics such as the challenge research on discrimination has posed to orthodox wage theory. Prerequisite: 302. **Gray, L. Boyd. 4**

317—LABOR ECONOMICS LABORATORY. **Gray, L. Boyd. 1**

318—EVOLUTION OF THE WESTERN ECONOMY. History and analysis of economic growth and development in the so-called advanced countries, primarily Western Europe and the United States. Discussion centers on selected major topics since the rise of market economies with emphasis on the interpretation of these developments in light of contemporary economic theory and modern quantitative evidence. Prerequisite: 301. (Not offered 1991-92.) **Fletcher. 4**

319—ECONOMICS OF OPPRESSED GROUPS. This course focuses on the origins, nature, and consequences of oppression for groups such as women, Blacks and other minorities domestically and internationally. Theoretical and institutional causes of oppression will be examined from neoclassical and radical perspectives. Students will become familiar with recent market trends to make them aware of the total costs and benefits of oppression to individuals and society. Prerequisite: 301 and 302.
Bartlett, Gray, King, Miller. 4

320—URBAN AND REGIONAL ECONOMIC DEVELOPMENT. This course will introduce, develop and analyze the types of and importance of the linkage between the regional economies and their urban subsystems. The topics to be developed include the economic variables which may be used to explain differential rates of economic change in selected regions and the impact of such changes on the pattern of economic growth and the quality of life in urban or metropolitan areas. Prerequisite: 301 and 302 and/or consent of instructor. (Not offered 1991-92.) **LaRoe. 4**

323—MANAGERIAL ECONOMICS. An examination and application of concepts and quantitative tools which managers use to make more effective decisions in either for-profit or non-profit institutions. The tools and concepts come mainly from the fields of microeconomic theory and operations research and include forecasting models, demand elasticity concepts, optimizing models, linear programming, decision trees, and simulation. Students use several computer programs during the semester as they apply these models to analyze realistic decision situations. Prerequisite: 302 (Not offered 1991-92.) **Staff. 4**

323—MANAGERIAL ECONOMICS LABORATORY. (Not offered 1991-92.) **Staff. 1**

324—INTERNATIONAL FINANCE. This course is a study of monetary interdependence among nations. The following topics will be explored: foreign exchange markets, international currency systems, national income determination in an open economy, balance of payments accounts and policies for their adjustments, exchange rate adjustments, exchange control, monetary problems of developed and underdeveloped countries, international capital flows. Prerequisites: Economics 301 or consent of instructor. **Behdad, Lucier. 4**

324—INTERNATIONAL FINANCE LABORATORY. **Behdad, Lucier. 1**

332—MATHEMATICAL ECONOMICS. The development of economic analysis has a considerable mathematical content. This course will treat the mathematical exposition of the economic laws, principles, and relations that arise in the process of developing economic analysis. Prerequisites: 301 and 302.
Miller, D. Boyd. 4

332—MATHEMATICAL ECONOMICS LABORATORY. **Miller, D. Boyd. 1**

350—SEMINARS IN ADVANCED TOPICS. Open to advanced students with the consent of the instructor. These courses will involve the preparation of a research paper and be offered in a variety of applied economic fields. **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN ECONOMICS. A general category used only in the evaluation of transfer credit.

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Education

Faculty

Professor Thomas F. Gallant, Chair

Professor Thomas F. Gallant; Assistant Professor Lyn Robertson; Adjunct Professor Alexander F. Smith

Departmental Guidelines

Teacher Preparation

Denison University is approved by the State of Ohio Board of Education for the preparation of teachers for the Ohio Provisional High School Certificate (grades 7-12) in most academic subjects and the Ohio Provisional Special Certificate (grades K-12) in Computer Science, Health Education, French, German, Spanish, Music, Physical Education, and Visual Art.

It is also possible for the student interested in elementary education or some area of special education to take appropriate work at some other institution and transfer up to 31 semester hours for application toward a Denison degree. The work proposed must represent a purposeful pattern of preparation for certification in one of those fields and must be approved in advance by the Committee on Teacher Education. Total fulfillment of certification requirements in elementary education or special education probably could not be achieved in the normal four-year period.

A student preparing for teacher certification may qualify for any of the degrees described in the Plan of Study section in the catalog. With certain exceptions, the departmental major can be utilized as one of the teaching fields. Students do not major in Education.

Early consultation with a member of the Department of Education is important and will facilitate the planning necessary to meet the requirements for certification in most states.

Minor in Education

A minor in Education may be declared by those persons who complete the professional education course sequence for teacher certification as described below. However, students who complete the certification program are not required to declare education as a minor.

Enrollment in the Teacher Education Program

Official enrollment in the teacher education program must be approved by the Committee on Teacher Education. Application should be made as soon as possible after the first semester of the freshman year. Criteria utilized by the Committee for full approval in the program relate to both personal and academic qualifications. For the latter, the guidelines applied are a 2.50 cumulative grade-point average and a 3.00 in the applicant's major teaching field. More specific information about the former can be obtained at the Department of Education office.

Certification for Teaching

Requirements for certification to teach in the secondary school (grades 7-12) and in grades K-12 in Ohio and in many other states may be met by completing prescribed course work in general education, professional education, one or more teaching fields, and by completing required clinical and field experiences.

The general education requirement of 30 semester hours is fulfilled by completing Denison's General Education program.

The professional education course requirements are Ed. 150, 213, 290 or 390, 310 (K-12 certification only), 312, 410, and 415.

The teaching field normally coincides with the student's academic major at Denison.

Approximately 175 clock hours of field and clinical experience are included in the requirements of Ed. 150, 213, 312, and 410, and for students completing requirements for Special Certificates (K-12), Ed. 310 provides 30 more such hours. One hundred additional hours are completed in a May Term or a three-semester hour field experience, and the remaining hours are fulfilled through elective field experiences.

Course Offerings

150—THE LEARNER AND THE TEACHER. Students will meet regularly on campus for the study and consideration of common "core" topics and for the development of human relations skills necessary for teaching in a culturally pluralistic society. In addition, this course includes a three-hour commitment each week to an area school classroom. The student will complete a variety of activities that focus on the teacher and the learner and/or learning process, using the school experience as a "laboratory" to gather primary sources of information. Resource persons from the field of psychology will augment the instruction. (2nd semester). Prerequisite: Psychology 100. **Gallant, Robertson. 3**

199—INTRODUCTORY TOPICS IN EDUCATION. A general category used only in the evaluation of transfer credit.

213—THE AMERICAN EDUCATIONAL SYSTEM. A general orientation to education in the United States with some attention to various modes of inquiry and research employed by educators. Relationships between the curriculum and society will be analyzed from both an historical and a contemporary perspective. Other topics include the governance and financing of education, special programs, alternative schools, multicultural education, teacher organizations, the influence of court decisions, competency testing and educational accountability and the current reform movement. Sixteen hours of clinical and field experience will be scheduled during the semester in a variety of non-classroom settings. This will be related to the topics studied and will include simulation games, attendance at board of education meetings, and a trip to a vocational school. **Gallant. 4**

229—WOMEN AND MINORITIES: THE EDUCATIONAL DILEMMA. Students will gain an understanding of how discrimination against women and minorities in the educational setting has been a source of many inequities in our society, both past and present. Paradoxically, women and minorities have made unique and important contributions to this system which has not always served them well. An analysis will be made of the contributions of these groups to all levels of education throughout our history. The course will also investigate the extent to which the institution of education has adapted to women and minorities and, in turn, been influenced by them in their various capacities as students, teachers, administrators, parents and special interest groups. In addition to lectures and discussions, class activities will include field study, one or more field trips, role playing and simulation. (First semester.) **Gallant/Robertson. 4**

290—CRITICAL ISSUES IN AMERICAN EDUCATION. This course examines many of the critical issues facing American education today. Both immediate instructional and wider institutional issues are discussed in light of concerns facing society as a whole. Consideration is given to the philosophic concepts of freedom, authority, manipulation, individuality, conformity, discipline and value to form a broader backdrop for discussing these issues. The course is deliberately eclectic, and readings are drawn from history, the social sciences and philosophy. Among the issues discussed are the moral role of the teacher, moral relativism, multicultural education, home schooling, sex education, segregation, the excellence movement and competency testing. (First semester) **Robertson. 4**

299—INTERMEDIATE TOPICS IN EDUCATION. A general category used only in the evaluation of transfer credit.

310—TEACHING IN THE ELEMENTARY SCHOOL. This course will explore the goals and aims of elementary education and examine prevailing curricular programs and materials in the elementary grades. Various patterns for organizing and staffing elementary schools will be studied with attention directed toward important considerations, methods and techniques for teaching elementary age children. To supplement the campus classroom work, students will be assigned two hours a week of field experience working with a teacher in an elementary school setting. This teacher will provide ten additional hours of tutorial instruction on the curriculum, resources, and methods of the student's special teaching field. Open only to students completing requirements for Special Certificates (K-12). (First semester) **Staff. 3**

312—TEACHING READING AND WRITING IN THE CONTENT FIELDS. Designed for all prospective teachers. The purpose of this course is to help teachers improve their students' performance in their subject fields by instructing them in reading and writing processes, on the diagnoses of problems related to these processes, on approaches for remediating such problems and on teaching students to read and write critically. The course includes a 30-hour commitment to a field experience in an area school classroom and is a prerequisite for the professional semester. (First semester) **Robertson. 3**

345-346—SPECIAL PROBLEMS. Independent study or seminar work on selected topics under the guidance of staff members. Prerequisite: Consent of chairperson. **Staff. 2-4**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDY.

390—CRITICAL ISSUES AND INSTRUCTIONAL PRACTICE. This course is designed to do two difficult things simultaneously. First, it seeks to introduce many major issues connected with schooling and education. Second, it seeks to introduce those issues in ways that will prepare the student to teach. The purpose is to bridge the gap between theory and practice by showing how wider social, philosophical, and cultural concerns affect the classroom. We will focus on a teacher's responsibilities in understanding and dealing with such issues as child abuse, censorship, multicultural education, sex education, critical thinking, competency testing, segregation, dropouts, and the moral role of a teacher. Students will be required to prepare and present weekly papers dealing with many of these critical problems. Not open to students who have completed Ed. 290. (Daily, weeks 1-5 of second semester) **Robertson. 3**

399—ADVANCED TOPICS IN EDUCATION. A general category used only in the evaluation of transfer credit.

410—GENERAL AND SPECIAL METHODS OF TEACHING. A study of procedures and activities employed in teaching, including planning, teaching strategies, use of educational media, and evaluating. Scenarios will be used to illustrate the many types of problems that teachers confront every day, such as behavior problems, academic problems, and social problems. Students will perform teaching episodes to aid in their development of teaching skills. In addition to the classwork, all students are scheduled for a daily two hour observation-participation experience in area schools. A special focus of this part of the course is to permit students to work with teachers in their subject areas in order to learn about the objectives, materials, resources, and special methodologies appropriate to each student's own teaching field. (Daily, weeks 1-5 of the semester). Prerequisite: 150. (Second semester) **Robertson. 3**

415—STUDENT TEACHING. Eligibility: approval of the Committee on Teacher Education (see Enrollment in the Teacher Education Program) and acceptance by the school to which assigned. A full-time commitment to the school will be expected, during which the student will teach at least four classes and perform other duties normally associated with the teaching profession. A seminar is held each week for all student teachers. (Weeks 6-15 of the semester). Prerequisites: 150, 213, 312 and 410. (Second semester) **Robertson. 10**

Professional Semester

The professional semester, which includes student teaching, normally is the second semester of the senior year. Two plans are available which provide for the option of taking either Ed. 290 or 390 (see above).

Plan 1
Ed. 390, "Critical Issues and Instructional Practice" (Weeks 1-5)
Ed. 410, "General & Special Methods of Teaching" (Weeks 1-5)
Ed. 415, "Student Teaching" (Weeks 6-15)

Plan 2
Ed. 410, "General & Special Methods of Teaching" (Weeks 1-5)
Optional Elective (May be Senior Research, Honors, or a directed study. However, students must be free for full-time teaching during last 10 weeks of semester.)
Ed. 415, "Student Teaching" (Weeks 6-15)

Transportation

Classroom observation, participation, and teaching assignments are made in the various schools of Granville, Heath, Newark, and Licking County. While the Department of Education seeks to utilize available student automobiles when scheduling such experiences, on occasions where this is not possible, the responsibility for transportation rests with the student.

Educational Studies

Professor Thomas F. Gallant, Coordinator

Individual staff members from the Departments of Education, History, Philosophy, Psychology, Sociology/Anthropology, and Communication.

Guidelines

The interdepartmental major and minor in Educational Studies are designed to teach participants about important educational issues in our society and to provide the background for service or careers in non-school settings.

The major might be especially appropriate for the person with a broad interest in educational matters or in educational departments of hospitals, correctional institutions, museums, zoos, mental institutions, and churches. The minor could be accompanied by a departmental major in one of the disciplines with an obvious relationship to a particular career, e.g., biology and outdoor education, or art history and museum education.

Neither program is intended to have a narrow vocational focus. Rather, both are designed with the recognition that the liberal arts can be related to the "real world" of informed citizenship as well as provide the context within which numerous careers in education are developed.

Major in Educational Studies

The major requires a minimum of 32 semester hours of credit, including a core of 19 semester-hours distributed among several departments. A concentration of at least four courses must be completed in either the Department of Psychology, Sociology/Anthropology, or Communication. Supplementing formal coursework are a required non-credit media workshop and an appropriate internship (e.g., May Term, summer job). Four or more courses taken for the major must be at the 300 or 400 level. Required core courses are the following:

Education 150, "The Learner and the Teacher" (3 sem. hrs.)
Education 290, "Critical Issues in American Education" (4 sem. hrs.)
Psychology 310, "Psychology of Learning: Lecture" (4 sem. hrs.)
Psychology 311, "Research in Psychology of Learning" (2 sem. hrs.)
Sociology/Anthropology 150, "American Social Structures and Issues" (4 sem. hrs.)
Communication 224, "Interpersonal Communication"(4 sem. hrs.)
Internship in Educational Services (May Term or other approved activity)
Workshop in Selection and Use of Media (approximately 4 clock-hours)

Minor in Educational Studies

Requirements for the minor are similar to those for the major but are less extensive. Students must complete a minimum of 22 semester hours of course work. This includes a required core of 10 semester hours. The non-credit media workshop and internship apply to the minor as well as the major. Required core courses are the following:

Education 150, "The Learner and the Teacher" (3 sem. hrs.)
Education 290, "Critical Issues in American Education" (4 sem. hrs.)
Sociology/Anthropology 150, "American Society: Social Structures and Social Issues" (4 sem. hrs.)
Communication 224, "Interpersonal Communication" (4 sem. hrs.)
Internship in Educational Services (May Term or other approved activity)
Workshop in Selection and Use of Media (approximately 4 clock-hours)

Course Offerings

Education

150—THE LEARNER AND THE TEACHER. Students will meet regularly on campus for the study and consideration of common "core" topics and for the development of human relations skills necessary for teaching in a culturally pluralistic society. In addition, this course includes a three-hour commitment each week to an area school classroom. The student will complete a variety of activities that focus on the teacher and the learner and/or learning process, using the school experience as a "laboratory" to gather primary sources of information. Resource persons from the field of psychology will augment the instruction. (2nd semester) Prerequisite: Psychology 100. **Gallant. 3**

213—THE AMERICAN EDUCATIONAL SYSTEM. A general orientation to education in the United States with some attention to various modes of inquiry and research employed by educators. Relationships between the curriculum and society will be analyzed from both an historical and a contemporary perspective. Other topics include the governance and financing of education, school organization and scheduling, the impact of enrollment changes, alternative schools, multicultural education, teacher organizations, the influence of court decisions, competency testing and educational accountability, and the current reform movement. Sixteen hours of clinical and field experience will be scheduled during the semester in a variety of non-classroom settings. This will be related to the topics studied and will include simulation games, attendance at board of education meetings, and a trip to a vocational school.
Gallant. 4

290—CRITICAL ISSUES IN AMERICAN EDUCATION. This course examines many of the critical issues facing American education today. Both immediate instructional and wider institutional issues are discussed in light of concerns facing society as a whole. Consideration is given to the philosophic concepts of freedom, authority, individuality, conformity, discipline, and value to form a broader backdrop for discussing these issues. The course is deliberately eclectic, and readings are drawn from literature, the social sciences and philosophy. Among the issues discussed are the moral role of the teacher, moral relativism, multicultural education, home schooling, sex education, segregation, the excellence movement, and competency testing. (Second semester) **Robertson. 4**

410—GENERAL AND SPECIAL METHODS OF TEACHING. A study of procedures and activities employed in teaching, including planning, teaching strategies, use of educational media, and evaluating. Scenarios will be used to illustrate the many types of problems that teachers confront every day, such as behavior problems, academic problems, and social problems. In order to develop their teaching skills, students will simulate classroom experiences. In addition to the classwork, all students are scheduled for a daily two hour observation-participation experience in area schools. A special focus of this part of the course permits students to work with teachers in their subject areas learning about the objectives, materials, resources, and special methodologies appropriate to each student's own teaching field. (Daily, weeks 1-5 of second semester). Prerequisite: 150. **Robertson. 3**

Communication

101—PUBLIC SPEAKING. A discussion-recitation approach to the oral communication of ideas. Students deliver informative and persuasive speeches that are individually reviewed. The course is intended to assist students in becoming more effective communicators, regardless of their major. Offered both semesters. **Dresser, Staff. 2**

221—GROUP DISCUSSION. A study of oral communication in small problem-solving groups. Students prepare for and engage in a number of small group discussions to gain insight into the nature of leadership and participation in task-oriented discussion groups and to develop relevant skills. **Dresser, Staff. 3**

222—ARGUMENTATION AND DEBATE: CONTEMPORARY SOCIAL ISSUES. A study of oral communication in small problem-solving groups. Students prepare for and engage in a number of small group discussions to gain insight into the nature of leadership and participation in task-oriented discussion groups and to develop relevant skills. **Staff. 3**

224—INTERPERSONAL COMMUNICATION. This course focuses on such aspects of the communication process as self-disclosure, personal perception, stereotypes, self-concept, self assertion, interpersonal conflict, non-verbal communication, language and semantics, empathetic listening, and communication models. **Staff. 4**

225—RADIO AND TELEVISION IN AMERICA. The history of radio and television development: a study of the structure of broadcasting; comparative study of broadcasting practices in other countries; the objectives of radio and television as a social force and cultural influence; a study of program types; and the analysis of existing programs aimed toward the development of acceptable standards for broadcasting. **Kennedy. 4**

226—THE SOCIAL IMPACT OF MASS MEDIA. This course examines the process of electronic and print media in several settings and explores the effects of exposure to mass directed messages. Topics included are: socialization of children, violence and aggression, political communication, media coverage of crimes and trials, diffusion of innovation, sexist and racist stereotyping, and the impact of future modes of mass communication. **Staff. 4**

252—THE BASES OF SPEECH. This course examines the production and perception of speech. The anatomical, physiological, acoustical, linguistic, social and psychological natures of oral communication are studied. **B. Thios. 3**

306—ORGANIZATIONAL COMMUNICATION. A study of the communication process in organizational settings, including an examination of contrasting theories of organization, the role of communication in different types of organizational structures, the impact of organizational culture, and the nature of communication on different levels within the organization. **Dresser. 4**

History

265—AMERICAN INTELLECTUAL HISTORY. A study of selected problems in American intellectual development. **Staff. 3**

Philosophy

105—LOGIC. A study of reasoning in ordinary language and in contemporary symbolic languages with emphasis on the connections between the two. Attention is also given to informal fallacies, paradox, ambiguities of ordinary speech, the problems of definition, and the critical analysis of arguments in natural settings. Emphasis in symbolic logic is on translation and proof, and computer assisted instruction is employed in the teaching of these skills. (Second semester) **Barnes, Vogel, Glotzbach, Weiss. 4**

121—ETHICAL THEORY. This seminar will explore the possibility of the **justification** of human action and the making of ethical judgments. There are some who claim in effect that there are no justified moral claims. We will study their arguments. There are others who try to show the way out of that sort of skepticism and we will use what they have to say to come up with some answers of our own. We will deal with problems of ethical relativity, with morality, and with international affairs. The course will also try to confront the problem of the articulation of our personal philosophies of life, their justification, and their relationship to morality. Through the eyes of some recent literature, the ancient question, "What is the best way to live," is considered. Marxist and Existentialist ethics will be emphasized during a portion of the course. There will also be a special section on the relationship between morality and art: Offered each spring semester. No prerequisite. (First semester) **Vogel, Goldblatt, Weiss. 4**

226—SOCIAL AND POLITICAL PHILOSOPHY. What is society? How ought it to be organized? What is justice? What rights and responsibilities do individuals have with respect to the state? How do exploitation and domination enter society, and how can they be eradicated? Can questions like these be answered, or are they merely a "matter of opinion?" These questions form the subject of this course. We will discuss them by reading a series of major political and social philosophers, including Plato, Hobbes, Locke, Marx, Thoreau, Rawls, Nozick, and others. This course satisfies the General Education requirement in Social Inquiry. (Second semester) **Goldblatt, Vogel. 4**

Psychology

210—CHILD AND ADOLESCENT DEVELOPMENT. Psychological development especially during the school years. **Thios. 4**

220—SOCIAL PSYCHOLOGY. The study of the nature and causes of individual behavior in social situations. Topics covered include attribution theory, social cognition, nonverbal communication, attitude change, prejudice and discrimination, interpersonal attraction, prosocial behavior, aggression, and application of social psychology to the legal system. **Przybyla. 4**

240—THEORIES OF PERSONALITY. Covers major theories of personality with intensive study of at least one theory. Readings in the phenomenological and self theories of personality are emphasized while class meetings are an opportunity for intensive group discussion. (First semester) **Tritt. 4**

310—PSYCHOLOGY OF LEARNING: LECTURE. An examination of empirical and theoretical issues in the area of learning and motivation. Major theories of learning are studied and compared. Specific topics include the role and nature of reinforcement, biological constraints on learning, cognitive vs. associative perspectives on learning, methodological issues, and applications to behavior disorders and education. **Freeman. 4**

311—RESEARCH IN PSYCHOLOGY OF LEARNING. Offers the student actual research experience in a variety of experimental situations. Must be taken concurrently with 310. **Freeman. 2**

330—COGNITIVE PSYCHOLOGY: LECTURE. How people process information. The course will focus on theoretical concepts and major variables relevant to human learning, memory, and utilization of symbolic processes. Among topics to be covered are memory systems, attention, problem solving, concept formation, basic language processes, and developmental aspects of learning and memory. **Hassebrock. 4**

331—RESEARCH IN COGNITIVE PSYCHOLOGY. Provides the student with research experience on problems of current interest in cognitive psychology. Must be taken concurrently with 330. **Hassebrock. 2**

Sociology/Anthropology

150—AMERICAN SOCIETY: SOCIAL STRUCTURE AND SOCIAL ISSUES. An introduction to American society, social structures, and social institutions. The course will examine major social issues and their relationship to personal problems as experienced by a wide range of people at home, at work, and at play. In addition to patterns of economic and political power, such trends as industrialization and urbanization will be related to a number of social problems: racism, sexism, alienation, crime, resource depletion and environmental pollution. No prerequisite. **Staff. 4**

210—SEXUAL INEQUALITY. This course compares and evaluates a variety of theories which attempt to explain the origins, persistence and effects of sexual inequality in American society. In particular, it explores the structural and historical causes and consequences of inequality in a number of institutional settings: the family, the work place, the political arena, religious activity and face-to-face interactional contexts. Although its primary focus is American society, the course compares problems of sexual inequality in American society to other, quite different, societies in order to gain a comparative understanding of how discrimination, prejudice, and structural inequality create special problems for women wherever they are found. Throughout, the focus is on learning to use structural, historical, and theoretical information as guides to understanding social change and the choices facing women and men in this decade. This course satisfies the Minority/Women's Studies requirement and has no prerequisite.
Sitaraman. 4

242—DEVIANCE AND SOCIAL CONTROL. In this course, we will explore the structures and processes by which conceptions of deviance are formed, reactions to deviance are developed and maintained, and the topic of deviance has been established in sociology/anthropology. We will examine the deviance of powerful societal actors and the deviance inherent in societal systems that promote and allow the interests of some actors at the expense of other actors, as well as the deviance of individuals in interpersonal interactions. We will investigate and challenge the existing theories of deviant behaviors, the views of deviance presented in the popular media, and our own "common sense" notions of deviance. By looking at deviance from a cross-cultural perspective and with a recognition of the links between private events and public processes, we will address the connections between deviance and the political, economic, kinship, information, and military systems in the society. **Staff. 4**

313—MARRIAGE AND THE FAMILY IN SOCIETY. WHAT IS THE SHAPE OF THE AMERICAN FAMILY IN THE 1990s? In the midst of high divorce rates and changing roles for women and men, what is the family's future? This course will consider these questions by examining the contemporary American family in historical and cross-cultural perspective. It will especially focus on the family as one important institution that organizes the roles of women and men in society. Topics covered will include: the nature of families — upper-, middle-, and working class, black and white; partner selection and the place of love; marital and extra-marital sex; work roles and family roles; parents and children; family violence, divorce and remarriage. This course satisfies the Minority/Women's Studies requirement. (Second semester)
Sitaraman. 4

331—CULTURE, SOCIETY, AND THE INDIVIDUAL. An examination of the relationship between individuals, their society, and culture. The impact of society and culture on individual behavior, personality development, and modes of thought will be investigated in detail. Both Western and cross-cultural examples will be used to assess different models of social determinism and the cultural impact of human decisions and action. Prerequisite: 100 or 150 or consent. **Staff. 4**

English

Associate Professor Janet Freeman, Chair

Professors Tommy R. Burkett, Dominick P. Consolo, Quentin G. Kraft, John N. Miller, William W. Nichols, Anne Shaver, Charles J. Stoneburner; Associate Professors David Baker, Janet Freeman, Desmond Hamlet, Lisa J. McDonnell, Dennis Read; Assistant Professors Kirk Combe, James P. Davis, Richard A. Hood, Sandra Runzo; Poet in Residence Paul L. Bennett

Departmental Guidelines

The English curriculum is intended to serve the general needs of the liberal arts student, and at the same time provide coherent programs for the more specialized needs of students who wish to major in literature or in writing. Of interest to all students are the opportunities made possible by the endowed Harriet Ewens Beck Fund, which has brought such writers as Eudora Welty, Ernest Gaines, Alice Walker, Galway Kinnell, Tom Stoppard, Louise Erdrich, Carolyn Forche, and Mark Strand for visits or short residencies each year.

The English Major

To major in English, all students must take a minimum of nine courses in the department, excluding FS101. Three of these will be English 213, 214, and 230, to be taken preferably in the freshman and sophomore years. A fourth will be English 400, the senior seminar. Of the remaining five courses, three must be at the 300 or 400 level. Beginning with the Class of 1995, one of these five courses must focus on literature before 1800. Senior Research and Honors projects are the equivalent of upper division courses.

The Writing Concentration

To major in English as writers, students must take the same number of courses (9), the same four required courses (213, 214, 230 and 400), English 237, and at least three courses at the 300 level, including one 300-level writing course and a two-semester senior project.

All writing courses conducted as workshops assume that each student will participate both as a writer and as a responsible critic of the writing of others. A student majoring in writing should not enroll for more than one writing course per semester.

The English Minor

To minor in English, students must take English 213, 214, and 230, and three additional courses, two at the 300 or 400 level. The senior seminar may be elected as one of these.

Special Courses for Teacher Certification in English

In addition to the required literature courses for the major or minor, a student who is preparing to teach English in secondary schools should include in his or her courses for certification: either 237 or 384, 346 (or approved equivalent), and either 218 or CLCV 221.

Course Offerings

FS101—WORDS AND IDEAS. The primary goal of this course will be to develop the reading and writing abilities of entering students. Attention will be given to the relationship between careful reading, critical reasoning, and effective writing. Course requirements will include a library assignment and special attention will be given to the research skills needed to complete it. All sections will include some common readings, including at least one classic work.

199—INTRODUCTORY TOPICS IN ENGLISH. A general category used only in the evaluation of transfer credit.

200—THE LITERARY IMAGINATION. An introduction to literary types, this course will emphasize close interpretive reading of poetry, fiction, and drama. We will study how literature works as well as what it says. Open to all students as a first course in literature.

201—EXPOSITORY WRITING. This is a second course in essay writing open to students who have completed or placed out of F.S. 101. Students will review the basic skills of organization and development, then concentrate on mastering styles appropriate to their own academic or personal needs. **Staff. 4**

210—STUDIES IN LITERATURE. An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit. **Staff. 4**

213—BRITISH LITERATURE FROM BEOWULF TO DRYDEN. This historical view of the first ten centuries of British literature surveys the epic from *Beowulf* to *Paradise Lost*, drama from the Middle Ages through the Restoration, and poetry and poetic theory as they develop over time. Authors will include Chaucer, the *Pearl* poet, Shakespeare, Donne, Milton, Dryden, and such writers as Wroth, Kempe and Behn. **Staff. 4**

214—BRITISH LITERATURE FROM SWIFT TO HARDY. This historical view of major trends in British literature from 1700 to about 1900 surveys the development of poetry from the Age of Enlightenment through the Romantic and Victorian eras and also includes 18th Century drama, representative fiction and important essays. Among the authors taught will be Pope, Johnson, Swift, selected Romantic poets, Tennyson, Browning, Arnold. The course will include no more than three representative novelists, such as Austen, the Brontes, Dickens, Eliot, or Hardy. **Staff. 4**

215—SHAKESPEARE. A study of the principal plays. **Staff. 4**

218—THE BIBLE AS LITERATURE. A comparative literature approach to about half of the books of the Old and New Testaments in a modern reader's form of the King James translation with emphasis on story content and poetic idioms. **Staff. 4**

219—20TH CENTURY BRITISH AND AMERICAN POETRY. A study of selected works by modern poets such as Hardy, Yeats, Eliot, Stevens, H.D., Moore, Auden, Plath, and Brooks, with some attention to various schools and movements such poets represent. **Staff. 4**

220—MODERN BRITISH AND AMERICAN FICTION. Selected works by Conrad, Joyce, Woolf, Lawrence, Forster, Wharton, Hemingway, Fitzgerald, Wright, Faulkner, Welty, Ellison, and several other 20th century writers of fiction. **Staff. 4**

225—WOMEN IN LITERATURE. Selected works by and about women, literature which explores women's traditional as well as changing roles and examines the many facets of women's unique position, experience, and perspective on the world. Our goal is a more accurate understanding of the behavior and experiences of men and women and the implications of sex and gender to our art and in our lives. In addition to exploring important literature of the past, we will be reading selections by recent authors because they constitute an important contemporary literary movement that has been especially creative and energetic in recent years. **Staff. 4**

230—19TH CENTURY AMERICAN LITERATURE. This survey of 19th century American literature will include works by representative women, Black, and Native American writers, by Emerson or Thoreau, and by Hawthorne, Melville, Whitman, Dickinson and Twain. **Staff. 4**

237—CREATIVE WRITING. An introductory course in the writing of fiction and poetry. The first part of the term consists of reading in both genres and assigned exercises in technical elements such as description, imagery, dialogue, characterization, and point of view; during the second part students may concentrate on writing in the genre or genres of their choice. **Staff. 4**

240—THE MODERN DRAMA. A study of drama from Ibsen to the present, with emphasis upon the works of British and American playwrights. **Staff. 4**

255—ETHNIC LITERATURE. An introductory study of Black, Hispanic, Native American, and Jewish literature in America, emphasizing the modern period. **Staff. 4**

259—ORAL TRADITION AND FOLK IMAGINATION. An inquiry into the methodology of folklore study and an examination of the folk idiom in the Afro-American experience, its tragedy and comedy, pathos and humor, blues and soul. **Staff. 4**

298—THE LITERATURE OF PLACE: In and Around London. We will read from a variety of texts — old and new, prose, poetry and drama — all drawn from works of literature that seem relevant to a particular environment. The course will consist of reading, talking, writing and hearing about those texts, particularly as the idea of place contributes to their effect as works of literature. In May there will be an optional summer seminar which will make it possible for participants to visit the places themselves. The summer seminar will carry two hours of academic credit and will be evaluated separately. **Staff. 4**

299—INTERMEDIATE TOPICS IN ENGLISH. A general category used only in the evaluation of transfer credit.

310—STUDIES IN LITERATURE. An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit. **Staff. 4**

314—THE ART OF THE MODERN SHORT STORY. The course will involve close reading of short stories from Chekhov to the present and will focus on the techniques of the short story form, emphasizing its special ways of achieving the poetic effects that make it a separate genre and not merely a shorter version of the novel. **Staff. 4**

325—AFRICAN-AMERICAN WOMEN'S LITERATURE. This course focuses on the literary, cultural, and oral traditions of 20th century African-American women writers. **Staff. 4**

326—NATIVE AMERICAN WOMEN'S LITERATURE. This course focuses on literature written by Native American women in the 20th century with attention to literary and cultural traditions such as the oral tradition and the sense of place. **Staff. 4**

341—STUDIES IN THE ENGLISH NOVEL. Selected works by such writers as DeFoe, Richardson, Fielding, Sterne, Austen, Emily Bronte, Dickens, Thackeray, Eliot and Hardy. **Staff. 4**

342—STUDIES IN THE CONTEMPORARY NOVEL. Selected works by some major writers of the 40's and contemporary novelists such as Graham Greene, John Hawkes, John Updike, John Barth, John Fowles, Doris Lessing, Saul Bellow, Margaret Atwood, and Toni Morrison. **Staff. 4**

343—STUDIES IN CONTEMPORARY POETRY. A study of selected works of major and representative poets since 1945, such as Robert Lowell, Anne Sexton, James Wright and Robert Hayden; significant movements, such as Confessionalism, Deep Imagery, Beat Poetry and movements informed by issues of race, gender, politics; and basic theories of contemporary poetics. **Staff. 4**

346—THE ENGLISH LANGUAGE. A study of the language and its development. **Staff. 4**

349—STUDIES IN EUROPEAN LITERATURE. Selected complete works in translation from Dante through Cervantes, Moliere, Goethe to Ibsen and Tolstoy. **Staff. 4**

350—MODERN EUROPEAN LITERATURE. Selected major 20th century works in translation, including such writers as Proust, Kafka, Pirandello, Unamundo, Lorca, Rilke, Gide, Kazantazakis, Camus and Thomas Mann. **Staff. 4**

351—ASIAN LITERATURE IN ENGLISH TRANSLATION. A sampling, chronological within each culture, of drama, epistle, essay, fiction (long and short) and poetry (epic, ode, lyric) from Babylon, China, India, Japan, Korea, and other Asian countries. (Same as ID 320). **Staff. 4**

355—THE HARLEM RENAISSANCE. Analyzes the interrelationship between the cultural phenomenon of the Harlem Renaissance and the general social, economic, and political conditions of the era, particularly as such conditions helped shape the development and the ultimate consequences of the Renaissance. **Staff. 4**

356—THE NARRATIVE OF BLACK AMERICA. A literary study of representative samples of Black literature ranging from slave narratives to contemporary Black fiction. **Staff. 4**

357—RENDEZVOUS WITH THE THIRD WORLD. A survey of the literature of Latin America, South America, Africa, and the Caribbean; organized under the rubric of the "Black Aesthetic," and illustrative of both the particularity and universality of the human condition. **Staff. 4**

361-362—DIRECTED STUDY. Offers the student an opportunity to develop, with the help of an interested professor, a special program of study in a given topic for one semester. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3**

365—STUDIES IN MEDIEVAL AND RENAISSANCE LITERATURE. Selections of poetry and prose from the high Middle Ages through the English Civil War. **Staff. 4**

366—STUDIES IN SEVENTEENTH AND EIGHTEENTH CENTURY BRITISH LITERATURE. The poetry, prose, and drama of the Restoration from the Civil War through the end of the 18th century. **Staff. 4**

367—STUDIES IN ROMANTIC A ND VICTORIAN LITERATURE. Selected works from the writings of Romantic and Victorian authors, emphasis on poetry and nonfictional prose. **Staff. 4**

368—STUDIES IN NINETEENTH CENTURY AMERICAN LITERATURE. This course will focus intensively on works from the American Literary Renaissance, as well as later American works in the nineteenth century. There will be an emphasis on close reading and on relating the literary works to important cultural developments of the period. **Staff. 4**

369—STUDIES IN EARLY AMERICAN LITERATURE. A study of the writing of early America. Readings could range from early Native American texts, through Puritanism and Deism, the Revolutionary War, to the beginnings of American drama, fiction, Romanticism. **Staff. 4**

371—CHAUCER. The central concerns of the course are *Troilus and Criseyde* and *The Canterbury Tales.* **Staff. 4**

374—MILTON. A study of *Paradise Lost* and selected shorter poems. **Staff. 4**

379—LITERARY CRITICISM. The theory of literature, its criticism and scholarship. **Staff. 4**

383—NARRATIVE WRITING. A workshop course in fiction writing. Requires wide reading in contemporary fiction and approximately 15,000 words of prose. **Staff. 4**

384—ESSAY AND ARTICLE WRITING. A workshop course in expository writing. Requires wide reading in essays and articles and approximately 15,000 words of exposition. **Staff. 4**

385—POETRY WRITING. A workshop course in poetry writing. Requires wide reading in poetry and the writing of 15 to 20 finished poems. **Staff. 4**

399—ADVANCED TOPICS IN ENGLISH. A general category used only in the evaluation of transfer credit.

400—SENIOR SEMINAR. A required course for seniors which is organized around a theme or topic. All sections require frequent short reports to the class on research or reading. Each student will write a long paper as the basis for a major seminar presentation. **Staff. 4**

451-452—SENIOR RESEARCH. Senior students may work on an individually designed project for as much as two full semesters. A student whose project seems likely to result in distinguished work and who satisfies other requirements for honors may petition to have his or her senior research transferred to 461-462. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. A student may register for individual work for honors only after a senior research project is in progress and has been judged by the adviser to be of distinguished quality. **Staff. 4**

Environmental Studies Minor

Professors John Fauth, Tod Frolking, George Gilbert, Harry Heft, Leonard Jordan, Christopher Kenah, Paul King, Robert Malcuit, Juliana Mulroy, William Nichols, Thomas Schultz, Steven Vogel

Guidelines

Environmental Studies is an interdisciplinary inquiry into the relationship between humans and the environment, both natural and built. The minor will allow students to integrate an environmental focus with their major field of study. As an interdisciplinary area, Environmental Studies draws on work in the natural sciences, the life sciences, the social sciences, and the humanities. Among issues of concern in this area of study are resource utilization, the impact of technology on the ecosystem, environmental economics, and effects of environment on the quality of life.

Students wishing to minor in Environmental Studies must apply to the faculty Environmental Studies Advisory Committee. In this way a student's specific program of study, both with regard to courses within the minor and General

Education courses, can be selected in consultation with the advisory committee. Interested students should contact the Registrar who will direct them to the faculty coordinator of Environmental Studies.

Requirements

A minor in Environmental Studies will consist of eight courses: NOTE: This requirement structure can be modified in consultation with the Environmental Studies Advisory Committee in order to fit a particular student's interests and goals.

Required for all students:

Environmental Studies 100 — Introduction to Environmental Studies (for freshmen and sophomores only)

Environmental Studies 310 — Advanced Topics in Environmental Studies (for seniors and second semester juniors)

Two of the following courses:

Biology 214 — Environmental Biology (prereq. Bio. 110) or Biology 221 — Plant Ecology (prereq. Bio. 111) or another advanced course in Biology with an environmental emphasis (with consent of ENVS committee).

Chemistry 100 — Contemporary Chemistry (Environmental focus); this option not open to chemistry or biology majors.

Geology 216 — Environmental Geology (prereq. Geo. 110 or 111).

One of the following:

Philosophy 231 — Environmental Ethics (prereq. Phil. 100 or FS 104 [Philosophy] or consent)

English 291 — Nature and Imagination (prereq. FS 101 or equivalent or consent)

Two of the following:

Sociology/Anthropology 344 — Environment, Technology and Society

Economics 150 — Issues in the American Economics System (Environmental focus) or Economics 350 — Seminar in Environmental Economics (prereq. Econ. 200 and 302 or consent)

Psychology 320 — Environmental Psychology (prereq. Psych. 100 or consent)

Plus one other course:

The student can select a course either from the above lists, the Environmental Issues sequence (ENVS 301-302), or from advanced courses in his or her major or some pertinent course chosen in consultation with the Environmental Studies Advisory Committee (e.g., Biology 240 — Animal Behavior; Geology 150 — Oceanography). However, students who have not taken an ecologically-oriented, college-level biology course or who do not have a strong high school background in ecology should consider Biology 100 (Environmental Focus).

Course Offerings

Environmental Studies

100—INTRODUCTION TO ENVIRONMENTAL STUDIES. An introduction to the interdisciplinary study of the relationship between humans and the environment. There will be an emphasis on field experience, and students will participate in environmentally-related research. The course will provide a context for further work in the disciplines that make up Environmental Studies. Consequently, students should consider taking this course as one of the first courses in the minor. (Open only to freshmen and sophomores.)
Staff. 4

301-302—ENVIRONMENTAL ISSUES. This course is designed to confront students from diverse disciplines with the complexities associated with problems centering on environmental quality. By seminars, projects and participation in hearings, conferences or meetings, students and faculty will come to grips with actual problems found in Central Ohio. This will involve, in addition to attendance, visits to off-campus meetings and individual projects. **Frolking, Kenah. 2**

310—ADVANCED TOPICS IN ENVIRONMENTAL STUDIES. An upper-division seminar that will focus on a particular environmental studies topic and,at the same time, will serve an integrative function for some of the diverse disciplinary perspectives that make up Environmental Studies. The seminar will include a research component. (Open only to seniors and second semester juniors.) Prerequisite: ENVS 100 or consent. **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3-4**

451-452—SENIOR RESEARCH. **Staff. 4**

Biology

214—ENVIRONMENTAL BIOLOGY. An introduction to the principles of environmental biology through lectures, field problems, and individual programs. Extensive use is made of the Denison University Biological Reserve. Prerequisite: Biology 110. **Staff. 4**

221—PLANT ECOLOGY. An analysis of biological organization at the population, community, and ecosystems levels and relationships of plants to physical and biological environmental factors. Field and laboratory experiments emphasize ecological research techniques. Prerequisite: Biology 111. **Mulroy. 4**

Chemistry

100—CONTEMPORARY CHEMISTRY (Environmental Focus) Designed to impart some understanding of the methods of chemistry to the non-science major by using an approach different from that used in 121-122. Topics vary with the instructor, but usually include: fundamentals of chemical language, nomenclature and the structure of selected organic molecules; certain aspects of the chemistry of such topics as pesticides, agricultural chemicals, food additives, narcotics, drugs and oral contraceptives; the chemistry of air and water; and general considerations related to radiation and nuclear power. This course is not open to students with previous background in college chemistry and is not recommended for science majors. Three class periods and one laboratory weekly. Safety glasses required. **Staff. 4**

Economics

150—ISSUES IN THE AMERICAN ECONOMIC SYSTEM (Environmental Focus). This course is a study of contemporary environmental issues in the American economy. Students will be introduced to the mode of reasoning in economics and to an analysis of production in a market economy. This is to provide students with a framework for analysis of the economic issues and debates that surround environmental concerns of the United States. The existing economic system will be examined both as a source for environmental problems and as a locus for environmental solutions. **King. 4**

350—SEMINAR IN ENVIRONMENTAL ECONOMICS. This course develops the economic analysis necessary for an in-depth examination of contemporary problems of environmental degradation. The course examines the problems of social cost and environmental externalities that may be created by the existence of common property resources. The goal is the development of an overarching economic theory to explain these problems. That theory is then used to explore the economic viability of various solutions: standards, regulation, tax and transfer, property rights, and the courts. Prerequisites: Economics 200 and 302, or consent. **King. 4**

English

291—NATURE AND IMAGINATION. We will explore several questions about humanity's relationship with the rest of nature. How, for example, has the rise of ecological science influenced the literary imagination in our time? And what do we mean by imagination? What does it mean to say, as Wendell Berry does in "The Unsettling of America," that "it is impossible to care for each other more or differently than we care for the earth"? What can we learn from cultures quite different from our own about nature and imagination? Most student writing in the course will be analysis of works that address questions like the above. In addition, we will each write an essay about a place of some personal importance, considering it in the light of themes raised in our reading and discussion. I will encourage, but not require, the keeping of journals. The following writers will inform our discussion: Edward Abbey, Thomas Belt (natural history), Wendell Berry, Annie Dillard, Gretel Ehrlich, Black Elk, Edward Hoagland, Aldo Leopold, Bill McKibben, John Muir, Saigyo, Jonathan Schell, Gary Snyder, Lewis Thomas (biology), Jean Toomer, Colin Turnbull (anthropology), Alice Walker. (Not offered 1991-92.) **Nichols. 4**

Geology

216—ENVIRONMENTAL GEOLOGY. A broad survey of the geological aspects of environmental studies. The major topics to be covered will be those relating to human interaction with the natural geological environment. Topics include the study of geological hazards (earthquakes, volcanic eruptions, landslides, etc.), water quality and supplies, waste disposal and the environmental aspects of mineral resource development. Prerequisites: Geology 110 or 111. **Malcuit. 4**

Philosophy

231—ENVIRONMENTAL ETHICS. This course will consider a broad range of questions arising in the philosophy of nature, technology and the environment. Issues to be discussed include the rights of animals and of other natural entities, the possibility of non-anthropocentric ethics, the role of ecological thinking in understanding our interactions with nature. Deeper questions too will be raised: What is nature? Are humans "natural"? Is technology the source of our environmental problems, or is it their solution? Are environmental and social problems linked? What would the right relation of humans to nature look like? Readings will include works by Singer, Regan, Leopold, Callicott, Rolston, Naess, Rifkin, Bookchin, Merchant, Heidigger and others. Prerequisite: Philosophy 100 or FS 103 (Philosophy) or consent. **Vogel. 4**

Psychology

320—ENVIRONMENTAL PSYCHOLOGY. An examination of the relationship between the environment and psychological processes. Topics studied include early environmental experiences and development, environmental stressors such as crowding and noise, territoriality and privacy, environmental aesthetics, cognitive maps and way-finding, effects of institutional size on performance, and attitudes toward the natural environment. Prerequisite: Psychology 100 or consent. **Heft. 4**

Sociology/Anthropology

244—ENVIRONMENT, TECHNOLOGY AND SOCIETY. Human social systems are material systems and in order for them to survive, they must locate,transform, and utilize energy from the environment through technological and ecological adaptations. This process, however, is not without costs to the environment. In fact, the air we breathe, the water we drink, the land we use, the biological niches we inhabit, and other aspects of the environment have been seriously threatened. This course is designed to raise questions and generate sociocultural explanations of the causes as well as the consequences of these environmental problems. In doing so, we will investigate the intricate relationships which exist between the world of nature, human technological adaptation, and the decisions which humans make about the kind of world which they wish to inhabit. **Jordan. 4**

French Area Studies

Associate Professor Josette Wilburn, Coordinator

Professors William Bishop, Timothy Lang, Richard Lucier, James Pletcher, Donald Schilling, David Sorensen, Josette Wilburn

Guidelines

The subjects taken for the Area Study major on France are chosen from Modern Languages, History, Political Science, Economics, Philosophy, Sociology/ Anthropology, English, and Art.

Students begin an Area Study of France by taking the introductory course, French 315. A directed study in the area, French 401 or 402, taken during the senior year, offers students an opportunity for independent study on any phase of the area that best satisfies their interests.

The Area Study program attempts to provide the background necessary for students who are planning to enter foreign service, business enterprises dealing with foreign countries, teaching, journalism, international relations, or related

activities. Its ultimate objective is to bring about a better understanding among peoples of various races and nations. It is valuable also as a cultural major, providing an understanding of the present-day characteristics and problems of the world outside the United States, leading to a better comprehension of our relationships with the foreign area.

Course Offerings

French Area Studies

315—AREA STUDY: FRANCE. The course deals with the question: "What makes the French French?" by examining aspects of contemporary French culture (the process of socialization, the structure of the family and society, the present-day social system and political thought and their historical origins, symbolic behavior). The approach is comparative, stressing the differences and causes of misunderstanding between the French and the American cultures. Prerequisite 311 or 312. **Wilburn. 4**

401 or 402—TOPICS IN AREA STUDY. A terminal integrating course of directed study to be taken in the senior year by the student majoring in the transdepartmental sequence. AREA STUDY: FRANCE. **Wilburn. 4**

Language and Literature

12 hours at the 300 level or above, must include: 305 or 415 and 311-312

Other Courses

Three of the following courses chosen from at least two disciplines:

Art

155-156—HISTORY OF ART SURVEY. General survey of the Arts of the Western World. Ancient and Medieval; Renaissance and Modern. May be taken separately. **Staff. 3**

Economics

314—INTERNATIONAL TRADE. This course explores the pattern and problems of world trade. The main topics are: theories of international trade, tariffs and other trade barriers, international trade organizations, common markets and free trade areas, U.S. commercial policies, trade problems of developed and underdeveloped countries, east-west trade, and international migration of labor. Prerequisite: 302 or consent of instructor. **Lucier. 4**

English

350—MODERN EUROPEAN LITERATURE. Selected major 20th Century works in translations including such writers as Proust, Kafka, Pirandello, Unamuno, Lorca, Rilke, Gide, Kazantzakis, Camus, and Thomas Mann. **Staff. 4**

History

211—MODERN EUROPE. An examination of European society from the French Revolution to the present in the light of the forces which mold its attitudes and institutions. **Staff. 4**

353—WAR AND REVOLUTION IN THE 20th CENTURY. An examination of how the twin forces of war and revolution have shaped the character of the contemporary world. Geographically, the course will focus primarily on Europe. **Schilling. 4**

356—INTELLECTUAL AND CULTURAL HISTORY OF MODERN EUROPE (19th and 20th CENTURIES). The main currents of Western European thought examined as responses to scientific, economic, social, and political developments in eras of profound change. **Lang. 4**

357—19TH CENTURY HISTORY AS SEEN THROUGH LITERATURE. The French Revolution and its impact, the Romantic revolt, the impact of industrialism, the force of nationalism, the liberal ideal. These topics will be examined in the light of works by Stendhal, Hugo, Dickens, Flaubert, Galsworthy, Tolstoy, Martin, du Gard, Ibsen and others. **Staff. 4**

358—MODERN FRANCE. A survey of French history from the Revolution of 1789 through the present. Topics covered include the tension between monarchy and republic, the growth of socialism and working-class consciousness, the birth of modernism in literature, painting and music, the experience of occupation in World Wars I and II and the dissolution of the French empire. **Staff. 4**

384—PARIS IN THE BELLE EPOQUE: POLITICS, CULTURE AND SOCIETY IN LATE 19th CENTURY FRANCE. (Spring 1992.) **Staff. 4**

Philosophy

298—EXISTENTIALISM. This seminar will involve a study and discussion of the basic concepts and contentions of Existentialism as they have developed primarily in the "classic" 19th and 20th century literature of Existentialism — philosophical and other. Topics such as alienation and authenticity, freedom and responsibility, morality vs. legality, rationality and the absurd, will be investigated and confronted. It is hoped that each student will use this seminar not simply as a basis for becoming closely acquainted with Existentialism, but also to come to grips with and clarify some of the fundamental value concerns and issues of his or her existence. Prerequisite: Philosophy 101, FS 104, or consent. Offered periodically. **Staff. 4**

334—CONTEMPORARY CONTINENTAL PHILOSOPHY. This course traces the development of Continental Philosophy from 1900 to the present, including the phenomenological movement of Husserl, Heidegger, Sartre, and others; the neo-Marxism of the Frankfurt School and Habermas; the hermeneutics of Gadamer and Ricoeur; and the structuralism and deconstructionism of Foucault, Derrida, and others. **Staff. 4**

Political Science

221—COMPARATIVE POLITICS. An introduction to the comparative study of politics. The course will emphasize the development and use of key concepts for the purpose of political analysis. Analysis will focus upon politics in the four most populous states of western Europe: the United Kingdom, France, the Federal Republic of Germany, and Italy. The first 9 or 10 weeks of the course will be devoted to discussing the major features of politics in each country and the last 4 or 5 weeks will concentrate on analyzing similarities and differences in politics in the various countries. **Bishop. 4**

242—INTRODUCTION TO INTERNATIONAL POLITICS. This course introduces basic concepts and methods of analysis of the international political environment and international interaction. Among the topics covered are instruments of power, the causes of war, international politics and economics and the international political system. This course is recommended for advanced study in the areas of international relations and foreign policy. **Pletcher, Sorenson. 4**

324—POLITICS OF SUB-SAHARAN AFRICA. This course is intended to introduce the student to politics and development in Africa south of the Sahara. No prior knowledge of Africa is required. The course will use several approaches to the study of comparative politics, including theories of political development, underdevelopment and class analysis, to explore a variety of countries in Africa. The course material will be arranged historically, focusing on case studies as we trace the ebb and flow of politics in Africa over the last half century. **Staff. 4**

Sociology/Anthropology

200—THE DEVELOPMENT OF SOCIAL THOUGHT. An investigation of the classical foundations of social thought and sociocultural theory in sociology/anthropology. The course will concentrate on the original works of such authors as Marx, Weber, Durkheim, and other significant authors of the 19th and early 20th centuries. This course is required of all majors and minors in sociology/anthropology. Prerequisite: 100 or 150 or consent. This course satisfies the Critical Inquiry requirement. **Staff. 4**

Geology and Geography

Faculty

Associate Professor Tod A. Frolking, Chair

Professors Kennard B. Bork, Robert J. Malcuit; Associate Professor Tod A. Frolking; Assistant Professor Christopher Kenah

Departmental Guidelines

The Geology and Geography curriculum is designed to present introductory-level courses for students having a general interest in the geosciences, while also offering a sufficient range of advanced courses to allow a student to develop a strong major in Geology. A number of Geology courses reflect an increased concern with the earth's environment. The Geography curriculum responds to the urgent need for greater public awareness of geographic issues of consequence to society at large.

Geology graduates often continue their training in graduate school or, more rarely, enter the work force directly. Those interested in secondary-school teaching may pursue teacher certification in earth science. Although we do not offer a major in Geography, the curriculum is rich enough to allow geology majors to enter graduate schools of geography or regional and urban planning. Environmental law is another career option exercised by Denison geology majors.

Research opportunities include working with faculty in the field or laboratory, and involvement with the Oak Ridge Science Semester, discussed elsewhere in this catalog. The C.L. Herrick Geological Society is an active, student-run organization which coordinates guest lectures and social events throughout the academic year. Also student-initiated and operated is The Denison Journal of Geoscience, an annual publication featuring articles on a wide range of geologic and geographic topics.

Major in Geology

A student majoring in Geology is provided two routes to the bachelor's degree: a Bachelor of Science in anticipation of going on for graduate study in Geology, or a Bachelor of Arts for those who seek a less specialized course of study. Earning a B.A. degree does not preclude a professional career in Geology, though admission to some graduate programs may require completion of additional science and mathematics courses.

A student may graduate with a B.S. degree by taking eight courses in Geology in addition to Geology 400, Geography 227, and one additional geography course. A minimum of 28 semester hours is required in Mathematics, Computer Science, Chemistry, Physics, and Biology. Those students wishing a B.A. degree are required to take six courses in Geology in addition to Geography 227 and one additional geography course. A minimum of 16 semester hours is required in Mathematics, Computer Science, Biology, Chemistry, and Physics.

Major in Geology (Environmental Studies Minor)

See Environmental Studies Minor, page 76

Major in Geology (Geophysics Concentration)

The minimum requirements for this program are Geology 111, 113, 211, 212, 311, Physics 121, 122, 123, 211, 305, 306, 312g, and Mathematical Sciences 123, 124, and 351. In addition, an independent comprehensive project (experimental or theoretical) is required during the senior year. Students with an interest in geophysics should consult not later than their sophomore year with the Geology and Physics chairpersons.

Minor in Geology or Earth Science

To minor in Geology or Earth Science, in addition to Geology 110 or 111, 113, and Geography 227, a student should take 12 additional hours in Geology or Geography.

Safety glasses will be required for field work and geochemical laboratory work.

Course Offerings

Geology

110—FUNDAMENTALS OF EARTH ENVIRONMENT. The study of earth surface processes and the diverse environments around the world. Topics covered include weather phenomena, the distribution of the world's climates, global patterns of vegetation and soils, and the study of landforms. Laboratory exercises include local field trips, the analysis of weather and climate data, as well as the interpretation of topographic maps and aerial photographs. (Not offered 1991-92.) **Frolking. 4**

111—PHYSICAL GEOLOGY. This course is designed as the introductory course in geology for non-science and science majors alike. The composition and structure of the earth, evolution of surface features, geologic processes, the scope of geologic time, and aspects of the history of science are the topics emphasized. The laboratory is supplemental and deals with mineral and rock identification and study of topographic and geologic maps. Field investigations are emphasized as much as possible. **Staff. 4**

113—HISTORICAL GEOLOGY. A study of geologic history, concentrating on North America, as synthesized from sequences of rock strata and from fossils. Emphasis is placed on the history of stratigraphy and evolution; methods of interpreting past environments; and the interaction of the geologic and biologic realms through time. Lab deals with field work, interpretation of geologic maps, and investigations of various periods in the history of the earth. Prerequisite: 111. **Bork. 4**

150—OCEANOGRAPHY. Oceanography is a multidisciplinary science and the interrelationships between scientific disciplines will be stressed. Marine geology and physical oceanography (waves, tides, currents) will receive the greatest focus, with less emphasis on marine biology, in this survey course. Discussion sessions will focus on human interactions with the sea, including climate change, ocean resources and shoreline development. **Kenah. 4**

199—INTRODUCTORY TOPICS IN GEOLOGY. A general category used only in the evaluation of transfer credit.

211—MINERALOGY. This course is divided into five parts: basic crystallography, origin and occurrence of minerals, physical mineralogy, chemical mineralogy, silicate mineralogy. Laboratory work includes identification of mineral hand specimens, identification of mineral grain mounts with the petrographic microscope, and analysis of mineral powders using spectroscopic and x-ray diffraction techniques. Prerequisite: 111. **Malcuit. 4**

212—PETROLOGY. This course covers three major topics: Igneous rocks, sedimentary rocks, and metamorphic rocks. Laboratory work is concerned mainly with the identification, classification, and interpretation of rock hand specimens. Thin-sections of rock specimens are also studied using petrographic microscope techniques. Prerequisite: 211. **Malcuit. 4**

216—ENVIRONMENTAL GEOLOGY. A broad survey of the geological aspects of environmental studies. The major topics to be covered will be those relating to man's interaction with the natural geological environment. Topics include the study of geological hazards (earthquakes, volcanic eruptions, landslides, etc.), water quality and supplies, waste disposal and the environmental aspects of mineral resource development. Prerequisites: 110 or 111 or consent. **Staff. 4**

217—TECTONICS. A study of the various aspects of the plate tectonics. Major topics include the development of the plate tectonic paradigm, plate geometries, geologic processes on plate margins and how these processes produce mountain belts. Prerequisites: 111 and 113, or consent of instructor. (Not offered 1991-92.) **Kenah. 4**

220—GEOLOGY OF NATURAL RESOURCES: METALLIC AND NON-METALLIC MINERALS AND THEIR UTILIZATION. Economic mineral deposits and their utilization will be studied with a concentration on metallic ores. Emphasis will be placed on understanding the geologic processes involved in deposit genesis and how these processes control the distribution of ore. Lab will involve identification of mineral and rock suites from representative mineral districts and completion of exercises in evaluating potential mineralization on exploration properties. Prerequisites: 110 or 111 or consent of instructor. **Kenah. 4**

222—GEOLOGY OF NATURAL RESOURCES: ENERGY RESOURCES AND THEIR UTILIZATION. A broad survey of the occurrence, global distribution, and abundance of energy resources of Earth as well as consideration of the methods of exploration, exploitation and processing of these resources for the benefit of society. Prerequisites: 110 or 111 or consent of instructor. (Not offered 1991-92.) **Malcuit. 4**

299—INTERMEDIATE TOPICS IN GEOLOGY. A general category used only in the evaluation of transfer credit.

311—STRUCTURAL GEOLOGY. The study of the deformation of the Earth's crust. Major topics include stress and strain, rheology of Earth materials, the role of fluids, systematic review of the types of geologic structures, and how these relate to tectonic processes. Lab involves structural problems and interpretation of geologic maps. Prerequisites: 111 and 113 or consent. **Kenah. 4**

314—SEDIMENTOLOGY AND STRATIGRAPHY. Study of the processes of sedimentation and the resultant sedimentary rock record. Environments of deposition; facies; stratigraphic nomenclature; strata in the subsurface; and principles of correlation are among topics treated. Field work is a major facet of the laboratory. Prerequisite: 113. **Bork. 4**

315—PALEONTOLOGY. An introduction to fossil invertebrates with emphasis on theory of classification, form and function significance, paleoecological interpretation, evolutionary mechanisms, application of fossils to biostratigraphy, and the history of paleontology. Major invertebrate phyla of paleontological significance are surveyed. Prerequisite: 113. (Not offered 1991-92.) **Bork. 4**

320—GEOLOGICAL INVESTIGATION IN THE FIELD. Pre-trip preparation and participation in the field trip constitutes a 2-hour course. A student who has had 111 and 113 may apply for permission to participate in the field trip for one semester-hour of credit. Prerequisites: 111 and 113 or consent. **Staff. 1-2**

361-362—DIRECTED STUDIES. Individual reading and laboratory work in a student's field of interest within Geology. Work in Petroleum Geology is included. **3-4**

363-364—INDEPENDENT STUDIES. **Staff. 3**

399—ADVANCED TOPICS IN GEOLOGY. A general category used only in the evaluation of transfer credit.

400—FIELD COURSE. A major in Geology must register for a summer field course offered by any one of a number of approved universities. Upon the successful completion of the course he or she receives credit transferable to his or her record at Denison. **4-8**

401—SELECTED TOPICS IN GEOLOGY. An advanced seminar or problem-oriented course which involves a semester-long investigation of such topics as geochemistry, geomorphology, or the history of geology. (Not offered 1991-92.) **Staff. 3**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **4**

Geography

Geography is a non-major field at Denison, but a student who may wish to pursue this discipline may follow the B.A. in Geology sequence, taking a minor in Economics, Sociology/Anthropology, or History. Having completed such a program, a student will normally have little difficulty gaining admission to a graduate program at a high-ranking university.

Course Offerings

Geography

199—INTRODUCTORY TOPICS IN GEOGRAPHY. A general category used only in the evaluation of transfer credit.

202—WORLD REGIONAL GEOGRAPHY. A survey of world regions with emphasis on distributions of natural resources, patterns of agricultural and industrial development, and the growing interdependence of the world economy. A major focus of the course will be on the contrasts in resource availability and allocation between the developed and less developed nations. **Frolking. 4**

227—GEOGRAPHY OF NORTH AMERICA. A geographical analysis of North America with respect to the correlation of the physical, climatic, and resource background with the economic and cultural development. (Not offered 1991-92.) **Frolking. 4**

250—WEATHER AND CLIMATE. An introduction to atmospheric dynamics on local to global scales. Topics include weather observation and prediction, atmospheric measurements, global energy budgets, mid-latitude weather phenomena, global climate patterns, and the controls and effects of climate change. **Frolking. 4**

299—INTERMEDIATE TOPICS IN GEOGRAPHY. A general category used only in the evaluation of transfer credit.

300—GEOMORPHOLOGY. The systematic study of earth surface processes and landform development in tropical, temperate, arid, and polar environments. Both classic models of landscape evolution and recent process studies will be analyzed. Particular emphasis will be given to the glacial and temperate environments of the north-central United States during the late Quaternary. Prerequisites: Geology 110 or 111. (Not offered 1991-92.) **Frolking. 4**

361-362—DIRECTED STUDIES. Readings in Geography selected to enhance student's geographic comprehension. **Staff. 3-4**

399—ADVANCED TOPICS IN GEOGRAPHY. A general category used only in the evaluation of transfer credit.

402—SELECTED TOPICS IN GEOGRAPHY. An advanced seminar or problem-oriented course which involves a semester-long investigation of a global perspective in such issues as ocean resources and territorial rights, population growth, and food needs. Prerequisite: one of the existing 200 level courses or permission of instructor. (Not offered 1991-92.) **Staff. 3**

History

Professor Michael D. Gordon, Chair

Professors Amy Glassner Gordon, Michael D. Gordon, Barry C. Keenan, John B. Kirby, Donald G. Schilling, Clarke L. Wilhelm; Associate Professor Margaret Meriwether; Assistant Professors James McMillan, Gordon W. Morrell, Mitchell Snay, Ann Whitney Walton

233—MODERN EAST ASIA. Beginning from an insider's view of how both prince and peasant saw the world around them before the encroachment of the West, this course analyzes the modern transformation of East Asia. Topics include: the conflict of Sinocentrism with modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor, and the significance of the Korean War in East Asia.
Keenan. 4

235—AN INTRODUCTION TO MODERN AFRICA. A study of major problems and issues in African history with an emphasis on the recent past.
Schilling. 4

237—ISLAMIC CIVILIZATION BEFORE 1800. A survey of the history of the Islamic Middle East from the rise of Islam to the present. Beginning with the revelation of Islam and the emergence of the first Islamic Empire in the seventh century AD, the course will examine the formation and development of Islamic Civilization through a study of religion, political theory and practice, social structure, and art, literature, and the sciences.
Meriwether. 4

238—DEVELOPMENT OF THE MODERN MIDDLE EAST. The modern era began in the Middle East in about 1800, when European influence on the area became massive and unavoidable. This course emphasizes two aspects of Middle Eastern history since then: (1) the region's increasing role in international affairs from Napoleon's invasion of Egypt in 1798 to the Arab-Israeli conflict, oil cartel, and Soviet invasion of Afghanistan, and (2) the responses by Muslims to the overpowering military and economic superiority of Europe.
Meriwether. 4

251—ENGLAND IN THE MIDDLE AGES. English constitutional and social history from the tenth century to the fifteenth.
M. Gordon. 4

252—ENGLAND UNDER THE TUDORS AND STUARTS. A study of English social and cultural history and of the development of the English constitution against the background of the political history of the 16th and 17th centuries. (Not offered 1991-92.)
A. Gordon. 4

253—MODERN BRITAIN. A political, social, and cultural history of Great Britain from 1688 to the present.
Morrell. 4

258—MODERN FRANCE. A survey of French history from the Revolution of 1789 through the present. Topics covered include the tension between monarchy and republic, the growth of socialism and working-class consciousness, the birth of modernism in literature, painting and music, the experience of occupation in World Wars I and II and the dissolution of the French empire. (Not offered 1991-92.)
Staff. 4

265—AMERICAN INTELLECTUAL HISTORY. A study of selected problems in American intellectual development. (Not offered 1991-92.)
Snay. 4

266—A HISTORY OF THE AMERICAN SOUTH. This course will cover selected topics in Southern history from the establishment of the Southern colonies in the 17th century to the civil rights struggle of the 1960s. It will explore the basic economic, social and political facets of Southern history, as well as such specific issues as race relations and the Southern literary imagination. Throughout the course, an attempt will be made to define the factors that made the South such a distinctive and important region in American history.
Snay. 4

280-285—STUDIES IN HISTORY. Intensive study of selected periods or topics in history at the introductory level. May be taken more than once.
Staff. 4

290—DOING HISTORY. A proseminar serving as an introduction to the study of history. Each seminar will focus on a special field, theme, or topic, but all students will be introduced to certain critical skills of historical analysis, distinctive approaches, schools, or methods of historical writing, and the nature of historical synthesis. (Open only to prospective History majors or minors who have sophomore or junior standing.)
Staff. 4

299—INTERMEDIATE COURSES IN HISTORY. A general category used only in the evaluation of transfer credit.

Advanced Courses

301—THE COLONIAL BACKGROUND, 1600-1763. A study of the economic, social, and political aspects of American History during the 17th and 18th centuries. (Not offered 1991-92.) **Snay. 4**

302—THE AMERICAN REVOLUTION, 1763-1800. A comprehensive study of the political philosophy, constitutional development, revolutionary excitement, and military events of the American Revolution. **Snay. 4**

303—THE AMERICAN FRONTIER. The frontier in American economic, political, and cultural development. **McMillan. 4**

304—THE COMING OF THE CIVIL WAR. This course will examine the reasons for the breakdown in the American democratic process that led to the Civil War. It will explore such topics as the origins of Southern sectionalism, the ideological conflict over slavery, the emergence of the Republican Party and the eventual collapse of the party system that led to secession. (Not offered 1991-92.) **Snay. 4**

311—RECENT AMERICAN HISTORY: 1914-1945. An analysis of the often conflicting features of American social, economic, and political life from World War I through World War II. **Kirby. 4**

312—RECENT AMERICAN HISTORY: 1945 TO PRESENT. A study of American society from the end of World War II and the beginnings of the Cold War to the present. **McMillan. 4**

313—AMERICAN WAY OF WAR. An attempt to gain insight into the American past by examining the U.S. a t war in the American Revolution, the War of 1812, the Mexican War, the Civil War, and the Indian Wars. **Wilhelm. 4**

314—AMERICA'S RISE TO WORLD POWER. This course will attempt to weigh the impact America's coming of age as a great power has had upon U.S. society and upon the rest of the world. Utilizing a mixture of diplomatic and military history, the course seeks to evaluate how the U.S. has felt about war, peace, and the professional military and the concept of America's "Mission" which had led us both into imperialism and isolationism. (Not offered 1991-92.) **Wilhelm. 4**

321—SELECTED TOPICS IN MIDDLE EASTERN HISTORY. Intensive study of topics in pre-modern and modern social, political and cultural history. Topics change from year to year. **Meriwether. 4**

326—CLASSICAL CHINA: THE CONFUCIAN CLASSICS. An examination of the basic texts of the East Asian cultural tradition which define human nature, what it is to be moral, and a complex political philosophy. The canon of Confucian classics has probably been the most influential in world history. They still provide the modern ground of discourse for the Chinese, Vietnamese, Korean and Japanese peoples. Research papers may focus on the original canon, or on their application to any of the cultural traditions mentioned above. **Keenan. 4**

327—THE MODERN FATE OF CONFUCIAN CHINA. This course compares China's first westernization movement in the 1870s with the opening to the west in the People's Republic of China in the 1970s. Both reform movements take place in non-capitalist Chinese economic and political orders, yet were committed to internalizing aspects of foreign capitalist society. The successes and failures of the first movement will shed light on the second movement which is still continuing. (Not offered 1991-92.) **Keenan. 4**

328—VIETNAM AT WAR. Beginning with the clash of dynastic order and French colonialism in the nineteenth century, the course will examine the genesis of Vietnamese nationalism, and the nature and consequences of the Vietnamese struggle for national liberation. Post-WWII warfare will be studied in the context of the larger Cold War, including the rise of communism in China, and the Korean War. This course may not be used for history majors to meet the Non-Western requirement. (Not offered 1991-92.) **Keenan. 4**

337—THE AGE OF THE RENAISSANCE. An examination of European history in the 14th and 15th centuries. Emphasis will be placed on intellectual developments and on the social and political context which shaped these developments. (Not offered 1991-92.) **M. Gordon. 4**

338—THE AGE OF THE REFORMATION. An examination of European history in the 16th and early 17th centuries. Emphasis will be placed on political and intellectual developments and on the social context which shaped these developments. (Not offered 1991-92.) **Staff. 4**

351—GENERATION OF MATERIALISM, EUROPE, 1870-1914. A portrait of society, politics, and culture in the era prior to World War I. (Not offered 1991-92.) **Schilling. 4**

353—WAR AND REVOLUTION IN THE 20th CENTURY. An examination of how the twin forces of war and revolution have shaped the character of our contemporary world. Geographically, the course will focus primarily on Europe. **Schilling. 4**

354—THE RISE AND FALL OF NAZI GERMANY. This course examines the origins, nature, and consequences of the National Socialist movement and state in the context of modern German history. (Not offered 1991-92.) **Schilling. 4**

361-362—DIRECTED STUDIES. **Staff. 3-4**

363-364—INDEPENDENT STUDIES. **Staff. 3-4**

Other

380-385—STUDIES IN HISTORY. Intensive study by the class of selected periods or topics in History. May be taken more than once for credit. Examples of current topics are: The Age of Charlemagne, The Golden Age of Spain, Stalin and Stalinism, History of Women in Modern Europe and America, American Indian Wars, American Environment and Women in Europe 500-1700. **Staff. 4**

399—ADVANCED TOPICS IN HISTORY. A general category used only in the evaluation of transfer credit.

430—SEMINARS. Required of senior history majors. These courses will involve the preparation of a research paper, and (as registration warrants) will be offered in the following fields: **Staff. 4**

a. Early American History **Snay**
b. American Frontier **Wilhelm**
c. American Diplomatic History **Wilhelm**
d. American Intellectual and Cultural History **Snay**
e. American Political and Economic History **Kirby**
f. Renaissance and Reformation **Staff**
g. Tudor England **Staff**
h. Modern England **Staff**
i. Modern France **Walton**
j. East Asian History **Keenan**
k. Africa: South of the Sahara Desert **Schilling**
l. Afro-American **Kirby**
m. Modern European Intellectual History **Staff**
n. European Political and Social History **Schilling**
o. The Middle East **Meriwether**
p. Ancient History **Jacobsen**
q. Medieval History **M. Gordon**
r. Central/Latin American History **Kirby**
s. Native American Culture and History **McMillan**

451-452—SENIOR RESEARCH. Research in selected topics of History. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

International Studies

Committee: Professors Sohrab Behdad, William Clamurro, Paul King, Margaret Meriwether, James Pletcher, Bahram Tavakolian

Guidelines

Students may choose a concentration in International Studies in conjunction with a major in any department or program that offers the concentration. Students are expected to focus on international topics within their major and to pursue an

integrated program in language, arts, humanities and social sciences outside their major. Students must declare International Studies as a concentration no later than the end of their sophomore year.

General Requirements

The general requirements for a concentration in International Studies are:

a) Two modern language courses (or their equivalent) beyond the GE requirements. These courses may be taken in the same language that the student uses to fulfill the GE requirements; alternatively, students may take two additional courses in one new language. Courses taken to satisfy this requirement must be taught in the target language whether they are introductory courses in the language or courses on literature or culture.

b) One introductory course in the social sciences (outside the major) from the following courses: Economics 150 or 200; Political Science 221, 222 or 242; or Sociology/Anthropology 100 or 150.

c) One intermediate or advanced culture/history/area study course selected from outside one's major, such as: Art 290, 291 or 292; English 351 or 357; History 211, 233, 235, 238, 272, 321, 327, 328 or 353; Latin American Studies 201; French 312 or 315; German 301 or 311; Spanish 220, 224, 315 or 316; Chinese 203; Religion 214, 215 or 216; or Sociology/Anthropology 319, 320, 323, 325, 335 or 336.

d) One political economy course selected from the following list: Economics 316, 318, 314 or 324; Political Science 308, 322, 324, 325, 355 or 357; Sociology/Anthropology 321, 333, 340 or 344.

e) Two intermediate or advanced courses with an international orientation in student's major in addition to the requirements for the major.

f) The International Studies senior seminar (IS 350) in the fall semester of the senior year.

Any one of the above courses can count for only one of the concentration requirements.

Departments and programs may add additional requirements within their major and/or may restrict the selection of courses within the above categories for their own majors with a concentration in International Studies. Students must consult with their advisers about the specific requirements for the International Studies concentration in their majors.

Study Abroad Programs

Students are encouraged to participate in "Study Abroad Programs." Students must go abroad before their senior year. The courses taken abroad may satisfy the above requirements subject to the approval of student's major department or program for courses in the major, and the Director of International Studies Program for courses outside student's major.

Latin American Studies

Associate Professor Eduardo Jaramillo, Coordinator

Professors Sohrab Behdad, Desmond Hamlet, Eduardo Jaramillo, Leonard Jordan, Paul King, John Kirby, Kent Maynard, David Woodyard.

Guidelines

Denison University offers an interdisciplinary major that affords both broad preparation and specialized training in the field of Latin American Studies. The major is designed to develop student competence relevant to employment in non-profit governmental and international agencies, in private enterprise, and in teaching. The student who majors in this program will be required to study at least one semester in a Latin American country program approved by and with the consent of the LAS committee. A student minoring in Latin American Studies is not required to study abroad. Seminars will enable the student to concentrate on areas of personal interest. The Latin American Studies Program is organized and administered by an interdepartmental faculty committee and a coordinator.

Major

Requirements for the Major:

I. Language. Proficiency in Spanish or Portuguese through the level of intermediate conversation.

II. Latin America. Nine courses will be required regardless of number of credit hours.

LAS 201 and 8 other courses in the following areas, to be taken either at Denison or at an LAS committee approved program abroad:

A. The following courses must be taken:
Third World Economics (offered at Denison as Econ 316)
Geography of Latin America
History of Latin America
Latin American Politics
Latin American Literature (offered at Denison as Spanish 315)
Latin American Indian Societies (offered at Denison as S/A 319)

B. One elective course is required to be chosen from:
Economics of Oppressed Groups: Economic Factors and Theological Perspectives
Rendezvous with the Third World
Causes and Consequences of Change
Seminar on Latin American Literature
Any seminar offered at an LAS committee approved program abroad
Any course at the discretion of the LAS Committee

C. A one-semester Senior Research Project for 4 credits, directed by any professor on the committee, is required.

Minor

Requirements for the Minor:

I. Language. Proficiency in Spanish or Portuguese through the level of intermediate conversation.

II. Latin America. LAS 201 and four other courses chosen from either Group A or Group B listed for the Major. In the case of prerequisite conflicts, the student may petition the committee for an exception.

Course Offerings

Latin American Studies

201—INTRODUCTION TO LATIN AMERICAN STUDIES. A comprehensive introduction to the nature of the problems of the Latin American society. A general study of the geography, the historical background, the social, economic, and political contemporary developments as well as the influence of religion and ideology on the Latin American countries. Conducted in English. This course satisfies the Non-Western requirement. **Jaramillo. 3**

451-452—SENIOR RESEARCH. **4**

Economics

316—ECONOMIC DEVELOPMENT IN THE THIRD WORLD. A survey of the structure and problems of the underdeveloped economies with particular emphasis on the major determinants of economic growth. Prerequisite: 200 (Not offered 1991-92.) **Behdad, King. 4**

319—ECONOMICS OF OPPRESSED GROUPS: ECONOMIC FACTORS AND THEOLOGICAL PERSPECTIVES. Exploration of the interfaces between theological claims and economic policies. The focus will be on the impact of theology upon societal values and of societal values upon economic institutions. Of special concern will be the ways in which outmoded societal values are sustained in the form of economic institutions which may oppress a minority or even a majority in a society. The context of the study will include both the Third World and the United States. (Not offered 1991-92.) **Woodyard, King. 4**

English

357—RENDEZVOUS WITH THE THIRD WORLD. A survey of the literature of Latin America, South America, Africa and the Caribbean; organized under the rubric of the "Black Aesthetic," and illustrative of both the particularity and universality of the human condition. (Not offered 1991-92.) **Hamlet. 4**

Geography

GEOGRAPHY OF LATIN AMERICA. To be taken in any program in Latin America approved by the LAS committee. (Not offered 1991-92.)

History

HISTORY OF LATIN AMERICA. To be taken in any approved program in Latin America, or from a list of courses approved by the LAS committee. (Not offered 1991-92.)

Political Science

LATIN AMERICAN POLITICS. To be taken in any program in Latin America approved by the LAS committee. (Not offered 1991-92.)

Religion

319—THE HUMAN CONDITION: ECONOMIC FACTORS AND THEOLOGICAL PERSPECTIVES. Same course as Economics 319. (Not offered 1991-92.) **Woodyard, King. 4**

Sociology/Anthropology

319—INDIAN SOCIETIES OF LATIN AMERICA. Ethnography of Native Americans south of the Rio Grande, with special emphasis on cultural contact, domination, and persistence. The wide variety of adaptations to the environment, and institutional arrangements of economics, politics, kinship, and religion will also be explored. Ethnographic case studies will be utilized to assess the impact of cultural domination on indigenous societies and attempts to maintain their traditional ways of life. Prerequisite: 100 or 150 or consent. This course satisfies the Non-Western requirement. (Not offered 1991-92.)
Maynard. 4

333—CAUSES AND CONSEQUENCES OF CHANGE. Study of the sources, mechanisms, and directions of sociocultural change throughout the world. We focus, in particular, on different theoretical models of change, and attempts to introduce planned change. A wide variety of American and non-western examples will be used in analyzing such concepts as evolution, revolution, urbanization, Westernization, development, and cultural dominance. Prerequisite: 100 or 150 or consent. **Jordan, King. 4**

Language

111—BEGINNING SPANISH I. An introductory course in Spanish concerned with the four basic skills of aural comprehension, speaking, reading and writing. Emphasis will be on basic language structure. No high school Spanish or placement. **Staff. 4**

112—BEGINNING SPANISH II. A continuation of skill development through the completion of basic Spanish structure. Prerequisite: 111 or placement. **Staff. 4**

211—INTERMEDIATE SPANISH. The final semester of the three-semester sequence of basic courses. Emphasis on the four skills will be combined with a progressive review of the more difficult points of Spanish grammar. Prerequisite: 112 or placement. **Staff. 4**

213—CONVERSATION. An advanced intermediate course to develop conversational ability in a variety of daily life situations; emphasis is on oral comprehension and speaking. Prerequisite: 211 or consent. **Staff. 3**

Literature

315—SPANISH AMERICAN LITERATURE. Study of literary genres, periods and movements in Spanish America. *Conducted in Spanish.* Prerequisite: 220 or 224. **Staff. 4**

415—SEMINAR IN SPANISH AMERICAN LITERATURE. Study and discussion in depth of a selected topic, writer, or work from Spanish American literature. *Conducted in Spanish.* Prerequisite: 315 or consent. **Staff. 3**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3-4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Mathematical Sciences

Associate Professor Todd H. Feil, Chair

Professors Daniel D. Bonar, James Cameron, Zaven A. Karian; Associate Professors Todd H. Feil, Dorothy D. Sherling; Assistant Professors John Bonomo, Kelleen R. Hurlburt, Joan Krone, Michael D. Westmoreland; Instructor Barry A. Garrett

Departmental Guidelines

Students interested in Mathematics, Mathematical Economics, or the Natural Sciences should take 123-124 followed by 222 and 231 by the end of the sophomore year.

Students interested in Computer Science should take 171 followed by 173 by the middle of the sophomore year. B.S. candidates should also take 123-124, preferably during the freshman year.

For research opportunities in Mathematical Sciences see the Oak Ridge Science Semester listed elsewhere in this catalog.

Students interested in taking only one or two courses in Mathematical Sciences should choose 101, 102, 123, or 171.

Requirements for Degrees in Mathematics

The core program in mathematics consists of 123, 124, 171, 222, 231, 321, and 332. All mathematics majors must complete this sequence of courses.

Electives in mathematics include 322, 331, 334, 341, 342, 351, 352, 356 and 400. Minimum requirements for a B.A. degree in mathematics are the core plus three courses from the list of electives. Those who wish a B.S. degree must complete the core and six courses from the list of electives.

The Minor

A minor in mathematics consists of 123, 124, 171, 222, 231 and two mathematics courses at the 300 level or above.

Requirements for Degrees in Computer Science

The core program in computer science consists of 171, 173, 271, 272, 371, 372, 334 and 384. All computer science majors must complete this sequence of courses.

The minimum requirements for a B.A. degree in computer science are the core plus two courses from: 352, 356, 374, 373, 377, 402, and 403.

The minimum requirements for a B.S. degree are the core, 123, 124, 331, 341 and one course from the above list.

The Minor

A minor in computer science consists of 171, 173, 271, 272, 371, and 384.

Additional Guidelines

The Computer Science staff strongly recommends that B.A. candidates also take 123, 124, and 231, in addition to the required courses. It is also recommended that a B.A. candidate in either Mathematics or Computer Science consider a second major or a strong minor. Economics would be a reasonable second major or minor for students planning to go into business or into an MBA program following graduation.

Students who intend to pursue graduate study in mathematics or computer science should take a B.S. major.

Combined Major in Mathematical Sciences and Economics

A student interested in quantitative aspects of economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematical Sciences background may elect this combined major. Requirements are Mathematical Sciences 123, 124, 171, 222, 231, 341, and 342, plus one course from the list: 321, 322, 351, and 356 (see prerequisites for 356) and Economics 100, 300, 301, 302, 331, 332, and 350. A senior exam in quantitative economics is also required.

Course Offerings

101—AN INTRODUCTION TO MICROCOMPUTERS AND THEIR APPLICATIONS. An introduction to MS-DOS operating system, software packages (word processing, spreadsheet, and data base), BASIC programming, history of computing, and social implications. Frequent hands-on experience in class as well as from laboratory exercises. No previous programming experience is expected. Not open to students who have taken 171. **Staff. 4**

102—STATISTICS — DATA ANALYSIS. An introduction to statistical reasoning and methodology. Topics include exploratory data analysis, elementary probability, a standard normal-theory approach to estimation and hypothesis testing, and simple linear regression. Not open for credit to students who have taken Psychology 370 or Mathematical Sciences 341. Offered spring semester. **Staff. 4**

116—COLLEGE ALGEBRA AND TRIGONOMETRY. The primary function of this course is to prepare students with weak backgrounds to take 123 (Calculus). Offered each semester. **Staff. 4**

119—SEMINAR IN PROGRAMMING PROBLEMS. Students meet weekly to solve a challenging programming problem. Strategies for solving problems will be discussed. Offered fall semester. **Staff. 1**

123-124—CALCULUS I, II. A two-semester introduction to single variable calculus. Topics include limits, derivatives, integrals, applications of calculus, and indeterminate forms. Each course offered each semester. Prerequisites: 116 or equivalent for 123. **Staff. 4**

171-173—INTRODUCTION TO COMPUTER SCIENCE I, II. Designed for those contemplating taking additional courses in the department and for those having a good background in mathematics and/or expecting to major in one of the sciences. Introduction to the development of algorithms and their translation into computer programs, including the mathematics necessary for understanding these algorithms. Discussion of the development of computers and possible future consequences. Accompanied by a lab designed to illustrate principles of the lectures. Offered each semester. **Staff. 4**

199—INTRODUCTORY TOPICS IN MATHEMATICAL SCIENCE. A general category used only in the evaluation of transfer credit.

222—CALCULUS III. Series and multiple variable calculus together with a rigorous review of beginning calculus. Offered each semester. Prerequisite: 124 or consent. **Staff. 4**

231—ELEMENTARY LINEAR ALGEBRA. Emphasis on topics such as matrix algebra, systems of linear equations, linear transformations, and computational techniques. Prerequisite: 124 or consent. Offered each semester. **Staff. 4**

271-272 ALGORITHMS AND DATA STRUCTURES. This course will stress the analysis of algorithms and data structures (lists, stacks, queues, trees and graphs), their implementation and applications. Topics also covered will be recursion, sorting and searching. Required of all computer science majors. Prerequisite: 173. 271 offered fall semester; 272 offered spring semester. **Staff. 4**

299—INTERMEDIATE TOPICS IN MATHEMATICAL SCIENCES. A general category used only in the evaluation of transfer credit.

321—ADVANCED ANALYSIS I. Thorough an analysis of limits, continuity, differentiation, integration, and uniform convergence of infinite series. Prerequisites: 222, 231. Offered each fall. **Staff. 4**

322—ADVANCED ANALYSIS II. Vector calculus and differential geometry. Prerequisites: 222, 231. (Not offered 1991-92.) **Staff. 4**

331—DISCRETE AND COMBINATORIAL MATHEMATICS. Sets, relations functions, and topics chosen from graph theory, Boolean algebra, semigroups, propositional logic, and combinatorics. Offered each fall. **Staff. 4**

332—ABSTRACT ALGEBRA. A study of the structure and properties of groups, rings, and fields. Prerequisite: 231. Offered each spring. **Staff. 4**

334—THEORY OF COMPUTATION. This course is a study of formal languages and their related automata, Turing machines, unsolvable problems and NP-complete problems. No lab. **Staff. 4**

341-342—PROBABILITY AND MATHEMATICAL STATISTICS. The mathematical theory underlying statistical methods. A foundation in probability is developed by studying combinatorics, probability models, moment generating functions, limit theorems, and conditional probability. Topics in statistical decision theory and inference are then examined: classical and Bayesian estimation, hypotheses testing, and the general linear model. Prerequisite: 124 for 341, 341 for 342. Course offered each year. **Staff. 4**

351—DIFFERENTIAL EQUATIONS. Topics from the theory of linear and nonlinear differential equations. Recommended co-requisite: 222. Offered each spring. **Staff. 4**

352—NUMERICAL ANALYSIS. Topics from numerical quadrature, numerical integration of differential equations, matrix manipulations, and solution of nonlinear equations. Prerequisites: 222, 231, and 351 (may be taken concurrently). Offered in spring 1991-92 and alternate years. **Staff. 4**

356—MATHEMATICAL MODELING AND COMPUTER SIMULATION. A systematic treatment of the theory, applications, and limitations of modeling. Applications may include linear optimization, difference equations, queuing, and critical path problems. Simulation will be included as an applicational method, and the discussion of a simulation language such as SIMSCRIPT, GPSS, or DYNAMO may also be included. Prerequisites: 272 and 341. (Not offered 1991-92.). **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDIES. **Staff. 3**

371-372—COMPUTER SYSTEMS I, II. A two-semester study of computer organization and operating systems. A study of the primitive actions of a computer through the medium of a low level language and a study of the basics of operating systems; memory management, process management, and input/output. Prerequisite: 272. **Staff. 4**

373—PROGRAMMING LANGUAGES. A systematic study of computer programming languages starting with machine language and a brief examination of its hardware implementation. Progressing through assembly language to higher languages embodying numerical and non-numerical computation. Throughout the development, the underlying structure of the languages and their implementation on computers will be stressed. This includes syntax analysis, Backus-Naur Form (BNF) specification of languages, Polish postfix notation implemented by pushdown stacks, and design of assemblers and compilers. Prerequisite: 272. **Staff. 4**

374—COMPILERS. A study of the processes involved in the conversion of computer programs written in one language to logically equivalent programs in another language. Issues in syntax and semantic definitions, as well as parsing techniques, will be addressed. Prerequisite: 272. Offered spring semester. **Staff. 4**

377—DATABASE SYSTEMS. Analysis and design of information gathering and decision-making processes. The advantage of alternative systems will be discussed from the operational and strategic points of view. Some case studies should be included. Corequisite: 272. (Not offered 1991-92.) **Staff. 4**

384—DIGITAL ELECTRONICS AND COMPUTER ARCHITECTURE. A study of the basic components of switching circuits and processors. Investigation of both the internal design of a processor and the entire computer system. Includes a lab. Prerequisite: 271. **Staff. 6**

399—ADVANCED TOPICS IN MATHEMATICAL SCIENCE. A general category used only in the evaluation of transfer credit.

400-401—ADVANCED MATHEMATICAL TOPICS. Prerequisite: 222 or consent.

a. Topology
b. Number Theory
c. Complex Variables
d. Real Variables
e. Functional Analysis
f. Geometry
g. Applied Mathematics
h. Topics in Analysis
i. Graph Theory

Staff. 4

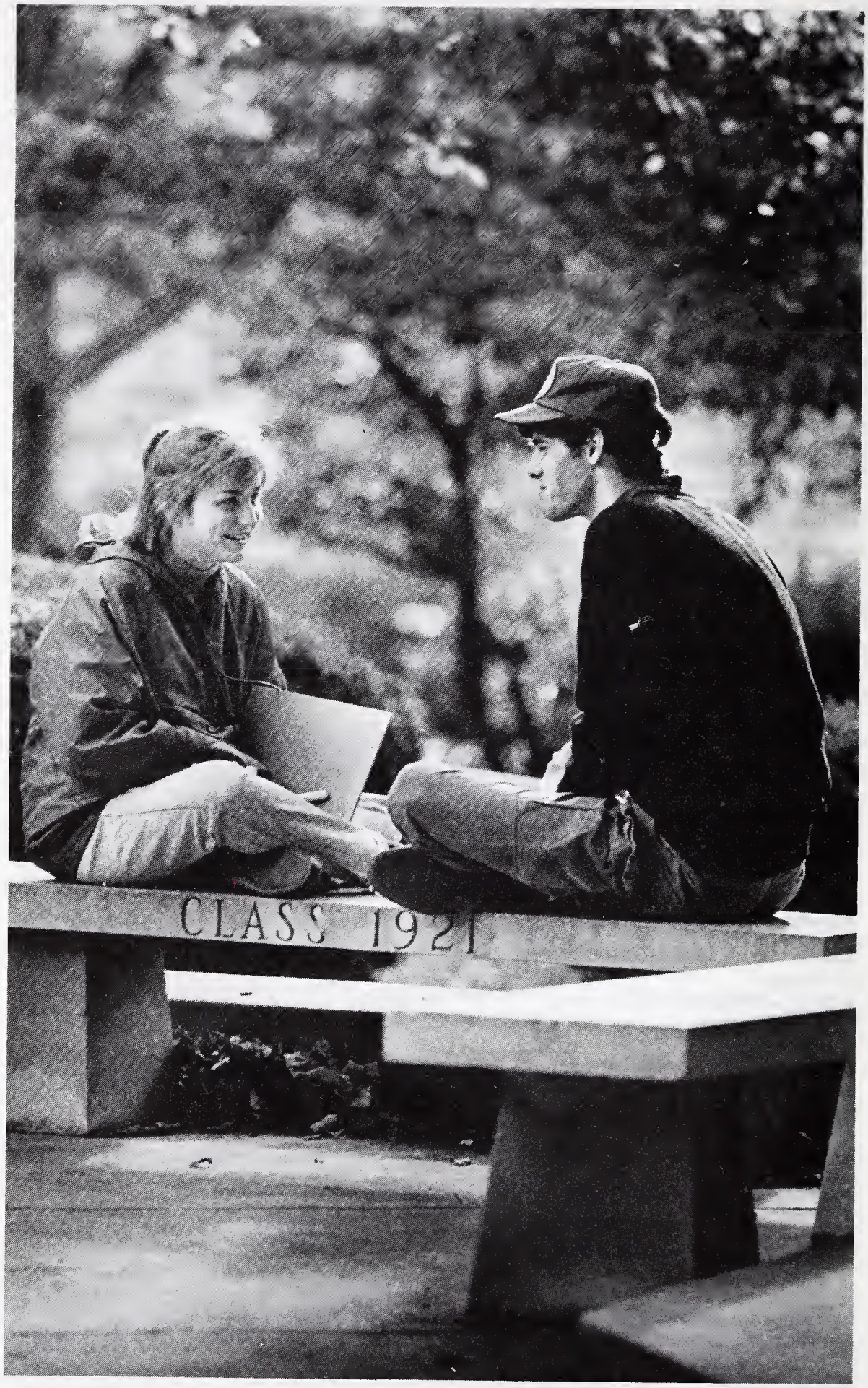
402-403—ADVANCED TOPICS IN COMPUTER SCIENCE.

a. Logic
b. Automata
c. Models of Grammar
d. Artificial Intelligence
e. Graphics

Staff. 4

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**


CLASS 1921

Modern Languages

Associate Professor William H. Clamurro, Chair

Professors Arnold Joseph, Charles O'Keefe, Ilse Winter; Associate Professors William H. Clamurro, Judy Cochran, John D. Kessler, Josette Wilburn; Assistant Professors Gary L. Baker, Susan Paun de Garcia, Marcia S. Howden, J. Eduardo Jaramillo, Bernardita Llanos, Yi-ling Ru, Jill K. Welch; Instructors John F. Boitano, Peggy Hyde, Christine McIntyre; Instructor (part-time) Naomi Kazusa

Departmental Guidelines

A significant goal of a liberal arts education is to develop an understanding of oneself and one's surroundings. We believe that the study of foreign languages contributes to this goal in two ways. It increases sensitivity to the intelligent use of language, through the application and comparison of linguistic concepts. It also enables students to acquire insights into a foreign culture which can be used as external vantage points from which to appraise their own perceptions and values.

Our language courses are designed to impart the skills and knowledge necessary for the acquisition of a foreign language. When students complete the basic courses, their language skills allow them to use the target language in subsequent courses dealing with the foreign culture. The department emphasizes the use of a foreign language in most of its courses because it believes that students can best appreciate a foreign culture from within its own mode of expression.

With a view toward career opportunities, the department encourages integrating foreign language study with a variety of other academic areas, such as economics, political science, and English. Courses in area studies and literature, aside from their intrinsic worth, also present multiple opportunities for experiences with other cultures and various realms of intellectual activity.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the department and the Office of Off Campus Studies (see "Off Campus Programs"). Opportunities to improve the student's command of the language are provided on the campus by the language tables, foreign films, club meetings, field trips, and similar activities sponsored by the department.

Certification by the Department of Education of the State of Ohio requires a minimum of 45 semester-hours of credit in one language, including courses at the beginning and intermediate levels.

General Departmental Regulations

Students planning to major in the department or to receive a teaching certificate are advised to begin course work in the freshman year. Those wishing to fulfill the basic requirement in language by continuing the one begun in secondary school will find it advantageous to begin their course work in the freshman year. The language requirement should be completed by the end of the junior year.

Course Offerings

Chinese

111-112—BEGINNING CHINESE. A comprehensive introductory course in modern standard Chinese through the four basic skills: aural comprehension, speaking, reading, and writing. The two beginning courses will concentrate on correct pronunciation and the four tones as well as the basic grammatical patterns. **Ru. 4**

203—TRADITIONAL CHINESE LITERATURE IN TRANSLATION. Two thousand years of Chinese literature from early lyricism in the *Book of Songs* to Ming dynasty fiction. Selected samples of a variety of genres are studied historically with careful attention to the social and cultural context of each work. Offered in the Fall. **Staff. 4**

204—MODERN CHINESE LITERATURE IN TRANSLATION. A major theme of twentieth-century literature in China is opposition to tradition. From the turn of the century to the present, attack upon Confucianism and the use of classical allusions liberated creative writing in China and introduced vital new writing forms. Other themes include: the relationship of literature to history, and the issue of didacticism in literature. Offered in the Spring. **Staff. 4**

211—INTERMEDIATE CHINESE. Development of conversational skills. Comprehensive grammar will be the core of the course, along with further development of reading ability and more extensive oral practice. Prerequisite: 112 **Ru. 4**

212—INTERMEDIATE CHINESE. Further development of fluency in conversation and in reading. Emphasis on the students' ability to write Chinese characters through composition exercises. Prerequisite: 211 **Ru. 4**

305—LOVE, SEXUALITY AND IMAGES OF WOMEN IN CHINESE LITERATURE. Will examine the expression of love, approaches to sexuality and images of women in Chinese literature from ancient times up to the present day. Students will learn both the traditional views and contradictory perspectives reflected in Chinese literature. The texts include Chinese poetry, plays and novels in English translation. An introduction to certain aspects of Women's Studies will serve as a guideline in introducing this divergent culture. That is, students will use western theory to interpret the Chinese texts on the one hand, and to read the Chinese literary texts from inside perspectives of the culture on the other hand. This course is designed to meet the GE requirement of Non-Western Studies as well as the major and minor of both Asian Studies and Women's Studies. No prerequisite. **Ru. 4**

311—ADVANCED CHINESE. Further study and practice to attain mastery of the Chinese language. Emphasis on improving ability to read Chinese texts. Special help and preparation for those who plan to study in China. Prerequisite: 212 **Ru. 4**

312—ADVANCED CHINESE. Students will read more extensively and write more widely. The conversations will involve more detailed issues. The four skills will be improved through intensive tutoring of the students and more advanced reading and writing assignments. Prerequisite: 311 **Ru. 4**

361-362—DIRECTED STUDY. **Staff. 3-4**

French

A student *majoring* in French must take the following courses:
- French 305 (4 credits) — Textual Analysis and Stylistics
- French 311-312 (4 credits each) — Survey of French Literature
- French 315 (4 credits) — Area Studies

Three of the following advanced courses in literature: 317, 318, 319, 320, 322
- French 415 (4 credits) — Advanced Grammar and Writing
- French 418 (3 credits) — Senior Seminar

A student *minoring* in French must take:
- French 213 (4 credits) — Intermediate Conversation and Composition
- French 214 or 215 (4 credits) — Developing Reading Skills
- French 305 (4 credits) — Textual Analysis and Stylistics (or 415 Advanced Grammar), and
- French 311, 312 , 315 (French Literature and Area Studies)

111-112—BEGINNING FRENCH. A comprehensive introductory course in French through the four basic skills: oral comprehension, speaking, reading, and writing. Does not count as credit toward a major. **Staff. 4**

111-112/HONORS 173-174—ACCELERATED ELEMENTARY FRENCH. An accelerated section of introductory French designed to complete the French 111-112-211 sequence in two semesters, with emphasis on developing the four basic language skills. **O'Keefe. 6**

199—INTRODUCTORY TOPICS IN FRENCH. A general category used only in the evaluation of transfer credit.

211—INTERMEDIATE FRENCH. A review of the structure of French. Emphasis placed on developing skills in speaking, writing, and reading. Prerequisite: 112 or placement. **Staff. 4**

213—INTERMEDIATE CONVERSATION AND COMPOSITION. Training and refining of skills in written and oral communication. Prerequisite: 211 or placement. **Staff. 4**

215—DEVELOPING READING SKILLS. Students will read extensively from French literary works and works of general culture. *Conducted in French.* Prerequisite: 213. May be taken concurrently with 213. **Staff. 4**

299—INTERMEDIATE TOPICS IN FRENCH. A general category used only in the evaluation of transfer credit.

305—TEXTUAL ANALYSIS AND STYLISTICS. Approaches to comprehension and appreciation of literary writing through analysis of semantics, syntax and grammar. Recommended as preparation for advanced work in French. *Conducted in French.* Prerequisite: 214 or 215. **Staff. 4**

311—INTRODUCTION TO FRENCH LITERATURE (Middle Ages Through the 18th Century). Introduction to major literary movements and figures with reading from representative authors. *Conducted in French.* Prerequisite: 305 or equivalent. **Joseph. 4**

312—INTRODUCTION TO FRENCH LITERATURE (19th Century to the Present). Introduction to major movements and figures with reading from representative authors. *Conducted in French.* Prerequisites: 305 or equivalent. **Joseph. 4**

315—AREA STUDY-FRANCE. The course deals with the question: "What makes the French French?" by examining several aspects of French culture (attitudes and concepts, child rearing and the process of socialization, the structure of the family and society, symbolic behavior). The approach compares American and French cultures. *Conducted in French.* Prerequisite: 311 or 312. **Wilburn. 4**

317—17th CENTURY LITERATURE. A thematic study of representative works of the pre-classical and classical periods. Topics selected from works of Corneille, MolíAgere, Racine, La Rochefoucauld, Mme. de La Fayette and others. *Conducted in French.* Prerequisite: 311 or 312. (Not offered 1991-92.) **Cochran. 4**

318—THE 18th CENTURY. Writings of Montesquieu, Voltaire, Rousseau, Diderot, et al. The development of social and political consciousness among the "philosophies"; acceleration of social reform; rationalism and sentimentalism in literature and the arts. *Conducted in French.* Prerequisites: 311 or 312. (Not offered 1991-92.) **Wilburn. 4**

319—19th CENTURY LITERATURE. An examination of key texts from Romanticism, Realism, Naturalism, and Symbolism. Works of Hugo, Balzac, Flaubert, Mallarme, and others. *Conducted in French.* Prerequisites 311 or 312 or equivalent. (Offered second semester 1991-92.) **O'Keefe. 4**

320—20th CENTURY THEATRE. Development of the theatre from Claudel and Giraudoux to the existentialist plays of Sartre and Camus, and the absurd theatre of Ionesco, Beckett, and their heirs. *Conducted in French.* Prerequisites: 311 or 312. (Offered first semester 1991-92.) **Wilburn. 4**

322—THE 20th CENTURY NOVEL: REVOLUTION AND RE-INVENTION. Examination of the ideas and forms of writers perceiving a universe in which man is central, alienated, and free. The changing concepts of space and time as these pertain to modified perceptions of reality. Texts by Proust, Malraux, Sartre, Camus, Robbe-Grillet. *Conducted in French.* Prerequisites: 311 or 312 or equivalent. (Offered first semester 1992-93.) **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN FRENCH. A general category used only in the evaluation of transfer credit.

401/402—TOPICS IN AREA STUDY. A terminal integrating course of directed study to be taken in the senior year by the student majoring in Area Study (France). (Not offered 1991-92.) **Wilburn. 3-4**

415—ADVANCED FRENCH GRAMMAR AND WRITING. Intensive grammar review and stylistics on the advanced level. Prerequisite: one course beyond 311-312. **Howden. 4**

418—SEMINAR. Advanced study of special topics in language, literature, or culture. Prerequisite: one course beyond 311-312, and a semester of an advanced literature course or equivalent. **Cochran. 3**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

German

A student majoring in German must take a minimum of seven courses above the 250 level. Three of the seven courses, German 301, 311 (or 312), and German 313, are obligatory for every major.

A student minoring in German must take at least three advanced language courses above the 211 level, one literature course, and one course in area studies. Recommended courses:

German 213—Intermediate Conversation
German 250—Readings in German Literature and Culture
German 301—Contemporary German Culture
German 313—Advanced Conversation and Composition
German 311—Introduction to German Literature or one other literature course

111-112—BEGINNING GERMAN. A comprehensive introductory course in German through the four basic skills: oral comprehension, speaking, reading, and writing. Does not count as credit toward a major. **Staff. 4**

199—INTRODUCTORY TOPICS IN GERMAN. A general category used only in the evaluation of transfer credit.

211—INTERMEDIATE GERMAN. The course is designed to improve comprehension of spoken and written German and to advance conversational skills. Grammar will be reviewed, but not systematically. Prerequisite: 112 or consent. **Staff. 4**

213—INTERMEDIATE CONVERSATION AND COMPOSITION. Intensive practice in conversational skills on the intermediate level. Work in the language laboratory and composition will constitute a part of the course. Prerequisite: 211 or consent. **Staff. 4**

250—READINGS IN GERMAN LITERATURE AND CULTURE. The course guides and instructs students to analyze, understand, and evaluate a variety of texts. They will read several selections of short prose, poetry, and one or two plays. Although the emphasis is on reading and writing, there is ample opportunity to improve conversational skills. *Conducted in German.* Prerequisite: 211 or 213 or consent. **Staff. 4**

299—INTERMEDIATE TOPICS IN GERMAN. A general category used only in the evaluation of transfer credit.

301—CONTEMPORARY GERMAN CULTURE. A survey course dealing with various aspects of German culture in the Federal Republic of Germany and the German Democratic Republic. *Conducted in German.* Prerequisite: 250 or 213 or consent. **Winter. 4**

311—INTRODUCTION TO GERMAN LITERATURE. The goal of the course is to train the students in the techniques of reading, interpreting, and evaluating literature. An equal amount of time (approximately four weeks) is devoted to short prose fiction, drama, and poetry, mostly from the 20th century. Short compositions in German throughout the semester constitute an essential element of the course. *Conducted in German.* Prerequisite: 250 or 213 or equivalent. **Staff. 4**

312—MASTERPIECES OF 20th CENTURY GERMAN LITERATURE. A close study of works by Thomas Mann, Franz Kafka, Hermann Hesse, Heinrich Boll, Gunther Grass, and others. *Conducted in German.* Prerequisite: 311 or consent. (Not offered 1991-92.) **Staff. 4**

313—ADVANCED CONVERSATION AND COMPOSITION. Intensive practice in conversational skills on the advanced level. Weekly compositions are required. *Conducted in German.* Prerequisite: 213 or consent. **Staff. 4**

314—ADVANCED GRAMMAR AND COMPOSITION. Intensive review of grammar and writing skills which aims to increase oral and written accuracy. *Conducted in German.* Prerequisites: 250, 213, or 313. (Not offered 1991-92.) **Winter, Kessler. 4**

317—GERMAN CLASSICS. An examination of literary masterpieces which deal with fundamental aspects of human experience: individual growth and self-realization, self and others, existence in time. Selected works by the following authors will be analyzed in detail: Goethe, Nietzsche, Thomas Mann, Kafka, Rilke, Hesse, Brecht. Prerequisite: 311 or consent. **Baker, Winter. 4**

321—THE ROMANTIC PERIOD IN GERMANY. A study of the works of Novalis, Tieck, Brentano, Eichendorff, Hoffman, Heine. Prerequisite: 311, or consent. (Not offered 1991-92.) **Baker, Winter. 4**

322—19th CENTURY PROSE AND DRAMA. Buchner, Hebbel, Keller, Meyer, Storm, Fontane, Hauptmann, and others. Prerequisite: 311 or consent. (Not offered 1991-92.) **Kessler. 4**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN GERMAN. A general category used only in the evaluation of transfer credit.

416—SEMINAR. Advanced study of special topics in literature or culture. Conducted in German. Prerequisite: 311 or consent. **Staff. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

All 300 and 400 level courses given in alternate years.

Japanese

111-112—BEGINNING JAPANESE. A comprehensive introductory course in modern standard Japanese through the four basic skills: aural comprehension, speaking, reading and writing of Hiragana, Katakana and basic Kanji. **Staff. 4**

211-212—INTERMEDIATE JAPANESE. Development of conversational and reading skills. Aural/oral exercises, review of Japanese grammar and practice in writing and reading of Kanji. **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 4**

Spanish

The Spanish major consists of a minimum of 10 courses above the 211 level. All students majoring in Spanish must take the following courses: Latin American Studies 201, Spanish 213, 220, 224, 314, 413, and a **300-level** literature course.

In addition to these requirements, students must complete the major by choosing, with the consultation and approval of their Spanish adviser, three additional third- or fourth-year courses.

Minor in Spanish

The minor in Spanish consists of at least five courses above the 211 level, including three required courses at the 200 level and two electives at the 300 or 400 level.

The following courses are required:
Spanish 213 — Conversation (3 hours)
Spanish 220 — Introduction to Hispanic Literature (4 hours)
Spanish 224 — Introduction to Hispanic Culture (4 hours)

Course Offerings

111—BEGINNING SPANISH I. An introductory course in Spanish concerned with the four basic skills of listening, speaking, reading, and writing. Emphasis will be on basic language structure. This course is for students with no previous Spanish instruction or as determined by the placement test. **Staff. 4**

112—BEGINNING SPANISH II. A continuation of skill development through the completion of basic Spanish structure. Prerequisite: 111 or placement. **Staff. 4**

199—INTRODUCTORY TOPICS IN SPANISH. A general category used only in the evaluation of transfer credit.

211—INTERMEDIATE SPANISH. The final semester of the three-semester sequence of basic courses. Emphasis on meaningful communication will be combined with a progressive review of Spanish grammar. Prerequisite: 112 or placement. **Staff. 4**

213—COMMUNICATION SKILLS. An intermediate course to develop conversational and writing skills. Prerequisite: 211 or consent. **Staff. 3**

220—INTRODUCTION TO HISPANIC LITERATURE. Reading and discussion of literary works from the Spanish-speaking world. Emphasis will be on utilizing language skills in the study and analysis of literature from Spain and Spanish America. *Conducted in Spanish.* Prerequisite: 211.
Llanos, Jaramillo, Garcia, Clamurro. 4

224—INTRODUCTION TO SPANISH CULTURE. A study of the attitudes, values, and beliefs of the Spaniard through history, institutions, traditions, and creative expression. *Conducted in Spanish.* Prerequisite: 211. **Garcia, Clamurro. 4**

299—INTERMEDIATE TOPICS IN SPANISH. A general category used only in the evaluation of transfer credit.

Literature

315—LATIN AMERICAN LITERATURE. Survey of literary genres, periods and movements in Spanish America; *Conducted in Spanish.* Prerequisite: 220 or 224. **Jaramillo, Llanos. 4**

316—SPANISH LITERATURE. Survey of literary genres, periods and movements in Spain; *Conducted in Spanish.* Prerequisite: 220 or 224. **Garcia, Clamurro. 4**

399—ADVANCED TOPICS IN SPANISH. A general category used only in the evaluation of transfer credit.

415—SEMINAR IN LATIN AMERICAN LITERATURE. Study and discussion in depth of a selected topic, writer, or work from Spanish American literature. *Conducted in Spanish.* Prerequisite: 315, 316, or consent. **Jaramillo, Llanos. 3**

416—SEMINAR IN SPANISH LITERATURE. Study and discussion in depth of a selected topic, writer, or work from Spanish literature. *Conducted in Spanish.* Prerequisite: 315, 316, or consent.
Clamurro, Garcia. 3

Language

313—DEVELOPING PROFICIENCY IN SPOKEN SPANISH. Intensive practice in oral Spanish on the advanced level (including a study of the formation of Spanish vowels and consonants, their modification in groups, syllabication, and stress and intonation). Reports, discussions, speeches, dramatizations, etc. *Conducted in Spanish.* Prerequisite:213 or consent. **Welch. 4**

314—ADVANCED GRAMMAR. Intensive grammar review on the advanced level. *Conducted in Spanish.* Prerequisite: 213, 220, 224, or equivalent. **Garcia, Welch. 4**

413—COMPOSITION AND STYLISTICS. Composition on the advanced level with special attention given to modern Spanish, creative writing, and commercial Spanish. *Conducted in Spanish.* Prerequisite: 314.
Garcia, Welch. 4

420—SEMINAR IN TRANSLATION. Spanish to English and English to Spanish. The goals are to master the techniques of translation and to achieve stylistic excellence. Prerequisite: a 300 course in language or literature. **Clamurro. 3**

421—COMMUNICATIVE SPANISH — SPECIALIZED PROBLEMS. Study and discussion in depth of a selected topic related to the Spanish language. (Not offered 1991-92.) **Staff. 3**

Latin American Studies (Conducted in English)

201—INTRODUCTION TO LATIN AMERICAN STUDIES. A comprehensive introduction to the nature of the problems of the Latin American society. A general study of the geography, the historical background, the social, economic, and political contemporary developments as well as the influence of religion and ideology on the Latin American countries. *Conducted in English.* **Llanos, Jaramillo. 3**

401—PROBLEMS IN AREA STUDY. A seminar intended to integrate student perspectives through selected topics. Primarily for students in the trans-departmental sequence Area Study: Latin America.
Llanos, Jaramillo. 3

Other

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Music

Assistant Professor Keith Ward, Chair

Professors Frank J. Bellino, Elliot D. Borishansky, R. Lee Bostian, Marjorie Chan; Distinguished Professor of Fine Arts William Osborne; Assistant Professor Keith Ward; Instructor (part-time) Rick Brunetto; Adjunct Faculty Bob Allen, Linda Allen, Joyce Brereton, Tom Carroll, Nelson Harper, Glenn Harriman, Richard Lopez, Jane McCormick, Don Montgomery, Jeanne Z. Norton, Caryl Palmer, Robert Raker, Steve Rosenberg, Jack Rupp, Thomas K. Ryan, Robert Titus, Kathryn Vansant, Cornell Wiley

Departmental Guidelines

The Department of Music is concerned with providing participatory opportunities in music for the academic community as a whole through courses for the general student, instrumental and vocal ensembles and private music lessons. Additionally the Department produces or sponsors about forty programs during the academic year in an effort to make music an important part of educational life at Denison.

Even so, the music major at Denison is regarded as an irreplaceable element in the total musical life. Without the nucleus which majors provide in the music program, through their highly developed musical skills and serious commitment to the art of music-making, there would be a reduction in the quality and in the extent of the musical environment at Denison. Students are encouraged to major in music while participating in the liberal arts spirit of the institution. A minor is offered for the student who wishes to gain basic competence in music.

The music program at Denison is concerned above all else with the students themselves. The nourishment of each student as a creative individual is the focus on which the program is conceived and implemented.

Major in Music (B.A. Degree)

Courseload: 7 courses (27-28 credits)

Music Theory: 104 (Theory I), 105 (Theory II), 204 (Theory III)
Introductory course: Music 102 (Materials of Music)
Music History: 201 (History and Literature of Music I), 202 (History and Literature of Music II)
One of the following:
Music 110 (Music Around the World)
Music 111 (Women in Music)
Music 112 (Jazz and Other Music of Black Americans)
Music 116 (Techniques of Multi-Track Recording and Computer Music Notation)

Performance component (10-12 credits)

8 credits of Music 140 (private lessons)
4 semesters of Music 130 (large ensembles); pianists must take 2 semesters of Music 130 and 2 semesters of Music 131 (Chamber Music Ensemble)

A declared music major must be recorded as having attended 10 music department concerts every semester.

Students anticipating music as a possible major or minor are encouraged to enroll in Music 104-105 and Music 140 during the freshman year.

Minor in Music

Requirements: Music 104-105, 201 or 202, plus one additional academic course of at least 3 credits; Music 140 (4 semesters) and Music 130 (4 semesters). Majors do not pay any applied music fee. The applied music fees for two credits of private lessons are waived every semester for minors in music. Minors must be recorded as having attended 32 music department programs before graduation.

Course Offerings

101—INTRODUCTION TO MUSIC. A course designed to develop the listener's understanding of and relationship to a variety of musical styles, chiefly those of Western classical music. **Staff. 4**

102—MATERIALS OF MUSIC. Designed for the student who already has some musical background, the course focuses upon the language of music, including fundamental terminology, forms and stylistic concepts. Examples are taken from many musical periods and varying musical styles. **Staff. 4**

103—FUNDAMENTALS OF MUSIC. A course for the general student in the basic fundamentals of music, designed to facilitate the reading of single-line music. **Staff. 3**

104-105—MUSIC THEORY I, II. A course in the harmonic structure of tonal music plus aural and keyboard training. Students should know how to read music. **Borishansky. 4**

110—MUSIC AROUND THE WORLD. An introductory study of the music of Africa, Japan, Java and Bali, India, the Navahos, Rumania and Hungary. Emphasis will be placed upon the relationship of the music to the culture in which it developed, and some attention will be paid to intercultural similarities. **Bostian. 4**

111—THE STUDY OF WOMEN IN WESTERN MUSIC: Composers, performers, conductors, patrons, educators and critics. The course will place emphasis upon comparative studies, the special talents and contributions of women, discrimination and social-historical context. A major research paper will be required, geared to upperclass or honors students. No prerequisites. (Offered in 1990-91 and alternate years.) **Bostian. 4**

112—JAZZ AND OTHER MUSIC OF BLACK AMERICANS. This course will concentrate on jazz, but will include other types of music of American blacks: pre-jazz forms, gospel, rhythm and blues, and "classical" music in the European tradition. The place of the black musician in American society will be traced from the slave days to the present. (Offered 1991-92 and alternate years.) **Bostian. 3**

113—THE WORLD OF THE PIANO: A SOCIAL HISTORY. As seen through the eyes of men and women who composed, performed, taught and patronized the instrument, this course surveys the major works for the piano and its precursors, and it explores the important role keyboard instruments had and continue to have in the social fabric of Western society. The course approaches matters of musical style, analysis and performance. It also discusses gender issues and the changing social position of the keyboardist during the past 300 years. No ability at the keyboard is required. **Ward. 3**

114—MUSIC IN AMERICA. A survey of music-making in our land from the Psalm tunes of the Puritans to the 18th century Yankee tunesmiths, the minstrel shows, the development of jazz, John Knowles Paine, George Gershwin, Aaron Copland, and John Cage. Prerequisite: 101 or permission of instructor. (Offered on demand.) **Osborne. 4**

115—THE CREATIVE PROCESS. A study of the different factors that influence an artist in the creation of a musical, visual or literary work of art as well as an analysis of those factors which affect the success of a work of art. **Borishansky. 4**

116—TECHNIQUES OF MULTI-TRACK RECORDING AND COMPUTER MUSIC NOTATION. Instruction includes the operation of the Macintosh computer with MIDI keyboard interface along with training in recording studio engineering techniques in a fully-equipped eight-track recording studio. Students will participate in two lectures each week in addition to smaller team labs where they will work in the production and recording of live music. **Brunetto 3.**

117—AUDIO ENGINEERING AND COMPUTER NOTATION PRACTICUM. Advanced instruction in media production for radio and television including audiolayback to video using SMPTE time coding and the complete production of a recording from basic tracks to mixing and two track mastering for album pressing. Computer notation and sequencing with MIDI is explored to the fullest. Prerequisite: Music 210. **Brunetto. 3**

130—ENSEMBLES. Heisey Wind Ensemble, Cass. 1/2; Orchestra, Bellino. 1; Concert Choir, Osborne. 1/2; Jazz Ensemble, Brunetto. 1.

131—CHAMBER MUSIC. A course which involves active rehearsal and performance in a small ensemble. **Staff. 1**

140—PRIVATE LESSONS IN PIANO, JAZZ PIANO, ORGAN, HARPSICHORD, VOICE, VIOLIN, VIOLA, VIOLON CELLO, STRING BASS, VIOLA D'AMORE, JAZZ, FOLK AND CLASSICAL GUITAR, CLARINET, FLUTE, OBOE, BASSOON, SAXOPHONE, TRUMPET, FRENCH HORN, TROMBONE, HARP, AND PERCUSSION. Instruction is in private lessons and the need of the individual student at any level of instruction is met. Credit in Applied Music to a total of eight semester-hours may be obtained toward the B.A. degree by a major in any department, other than Music. One credit is given for one half-hour lesson per week and one hour of practice daily. (For costs, see Department of Music Fees under College Costs in Catalog.)

141—VOICE CLASS. Recommended for beginners in voice and stressing fundamentals of voice production and basic techniques of singing. **Staff. 1**

142—GUITAR CLASS I. Recommended for beginners in guitar. Stresses fundamentals of picking, strumming and note reading. **Carroll. 1**

144—JAZZ IMPROVISATION. Collective improvisation in a small ensemble. **Brunetto. 1**

199—INTRODUCTORY TOPICS IN MUSIC. A general category used only in the evaluation of transfer credit.

201—HISTORY AND LITERATURE OF MUSIC I. An historical survey of the evolution of musical style in Western Europe from Classical Greece through the Classical Period. Prerequisite: 115-116. **Bostian. 4**

202—HISTORY AND LITERATURE OF MUSIC II. An historical survey of the evolution of musical style in Western Europe from Beethoven to the present. Prerequisite: 115-116. **Bostian. 4**

204-205—MUSIC THEORY III, IV. A continuation of Music 105, including chromatic harmony and investigation into 20th century harmony and style. Prerequisite: 104-105. **Borishansky. 4**

212—MOZART: HIS LIFE AND HIS WORKS. This course will begin with a study of Mozart's life as revealed by his biographers, contemporary documents and Mozart's correspondence. The remainder of the course will be devoted to Mozart's compositions and will reveal how his life and work interacted. It will cover compositions of all genre which occupied him throughout his lifetime. Prerequisite: Any 100-level music course or the permission of the instructor. **Borishansky. 4**

219—SPECIAL TOPICS. ORCHESTRATION: The study of instrumentation, score reading, and arranging for band and orchestra. (Offered on demand.) **Bellino. 3**
CONDUCTING: Conducting techniques and interpretation problems learned through class instruction and experiences in directing. Includes study of scores and of rehearsal procedures. Prerequisite: permission. (Offered on demand.) **Bellino. 3**

299—INTERMEDIATE TOPICS IN MUSIC. A general category used only in the evaluation of transfer credit.

304-305—STYLISTIC ANALYSIS. Analysis of rhythm, melody, harmony, form, and other stylistic features of representative works from the 18th through the 20th centuries. (Not offered 1991-92.) **Borishansky. 3**

306—COMPOSITION I. Basic compositional techniques. Prerequisite: 215. (Not offered 1991-92.) **Borishansky. 3**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3 or 4**

399—ADVANCED TOPICS IN MUSIC. A general category used only in the evaluation of transfer credit.

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Philosophy

Faculty

Associate Professor Philip A. Glotzbach, Chair

Professors David A. Goldblatt, Anthony J. Lisska, Ronald E. Santoni; Associate Professors Philip A. Glotzbach, Steven M. Vogel; Assistant Professor Eric C. Barnes

Departmental Guidelines

To do philosophy is to encounter some of the most fundamental questions which can be asked about human existence. Philosophical investigation leads students to recognize the otherwise invisible assumptions that, far from standing on the periphery of our daily lives, underpin even our most ordinary ways of interacting with other persons and engaging in human projects. Such assumptions concern, for example, the nature of human knowledge, action, and value. Philosophy challenges students to move beyond uncritical patterns of thought, to recognize problems, and to exchange a more naive world view for a more considered and justifiable one. In doing so, students learn to think in ways that are simultaneously both disciplined and imaginative. Philosophy Department faculty members cooperatively approach these concerns from diverse perspectives, both in studying the works of major philosophers and in their own creative activity. Students are encouraged to join with the faculty in this inquiry and to philosophize creatively on their own. The courses and seminars in the Department are intended to develop the abilities necessary for these activities.

The Philosophy Department recommends that students wishing to take Philosophy to meet the Critical Inquiry General Education requirement enroll in Philosophy 101 or Freshman Studies 104 (Philosophy) during their freshman year. Upperclass students may elect special sections of Philosophy 101 in which places will be set aside for them. In general, upperclass students will not be permitted to enroll in sections of Philosophy 101 reserved for freshmen.

Majoring in Philosophy

A major in Philosophy requires nine semester-courses to be selected by the student in consultation with his or her major adviser. [Philosophy 101 or FS 104 (Philosophy) may be counted as one of the nine required courses.] The nine courses must include Philosophy 105 (Logic), two courses from the History of Philosophy sequence prior to the 20th Century (Philosophy 331 and Philosophy 332), and finally, two semesters of the Junior/Senior Seminar (Philosophy 431-432). In addition, Philosophy majors are expected to attend events in the Philosophy Colloquium Series throughout the year, and are encouraged to avail themselves of the resources of the Philosophy Department Library (Knapp 410). Senior majors are required to successfully complete a comprehensive project and participate in the "Comps" retreat held during the spring semester.

A student preparing for graduate study in Philosophy should have a reading knowledge of French or German before graduating from Denison.

The Philosophy Department encourages double majors and self-designed majors, and is experienced in helping students integrate Philosophy with work in other disciplines. To avoid possible scheduling problems, a student considering a major in Philosophy (or one which includes Philosophy) should consult the Department early in his or her college career.

The Philosophy Department participates in the interdepartmental major in Philosophy, Politics and Economics. Details about this program can be found on page 113.

A Minor in Philosophy

Philosophy, by its very nature, is ideally suited to assist a student in integrating and articulating knowledge gained in other areas. For this reason we attempt to tailor a student's minor program in philosophy around the specific course of studies he or she is pursuing in his or her major subject. This means that our minor program places a premium upon departmental advising.

Each philosophy minor is required to choose a department member as his or her philosophy advisor. The philosophy advisor will not replace the student's primary academic advisor. However, the philosophy advisor will have responsibility for guiding the student in designing the minor program in philosophy. The advisor will work with the student to construct a program within the following general guidelines: (1) The student must take a minimum of five courses in philosophy. [Philosophy 101 or FS 104 (Philosophy) may count as one of those courses.] (2) The student must take at least one Junior-Senior Seminar. It is our general expectation that this seminar will be taken in the senior year.

The Philosophy Colloquium

Each year the department sponsors a colloquium series, bringing to campus nationally and internationally known philosophers who meet with students and staff. Recent visitors to Denison have included Anthony Kenny (Balliol College, Oxford), Henry Veatch (Georgetown Univ.), Brian Davies (Blackfriars, Oxford), Simon Blackburn (Pembroke College, Oxford), Joel Snyder (Univ. of Chicago), Ted Cohen (Univ. of Chicago), Peter Machamer (Univ. of Pittsburgh), Thomas McCarthy (Northwestern), Patrick Heelan (S.U.N.Y. at Stony Brook), Laurence Thomas (Univ. of Chicago), John Haugeland (Univ. of Pittsburgh), Kathleen Higgins (Univ. of Texas) and Robert Solomon (Univ. of Texas). The Titus-Hepp Lectureship in Philosophy annually brings important philosophers to campus.

The "Philosophy Coffee," a student-run forum, is held frequently during the term on Friday afternoons in the Titus-Hepp Library or the University Room (Slayter).

The Philosophy Department annually publishes a national undergraduate philosophy journal, *Epistéme*. This journal is edited and produced by philosophy majors serving as its editorial board who work with a faculty adviser. *Epistéme* encourages and receives submissions from undergraduate philosophy students throughout the country.

Course Offerings

101—BASIC ISSUES IN PHILOSOPHY. An understanding of the nature and function of Philosophy, and of its relations to other fundamental human interests, is sought through a consideration of representative philosophical problems as treated in selected writings of leading philosophers of the past and present. This course satisfies the General Education requirement in Critical Inquiry. Offered both semesters.

All staff members. 4

104—FRESHMAN STUDIES: CRITICAL INQUIRY AND HUMAN EXISTENCE. (See course description in this catalog account of the Freshman Studies program.) Two sections taught by the Philosophy staff each semester. This course satisfies the General Education requirement in Critical Studies. **Open to freshmen only.**

All staff members. 4

105—LOGIC. A study of reasoning in ordinary language and in contemporary symbolic languages with emphasis on the connections between the two. Attention is also given to informal fallacies, paradox, ambiguities of ordinary speech, the problems of definition, and the critical analysis of arguments in natural settings. Emphasis in symbolic logic is on translation and proof, and computer assisted instruction is employed in the teaching of these skills. (Offered yearly. Fall, 1991.) **Barnes, Vogel, Glotzbach. 4**

121—ETHICAL THEORY. This seminar explores the possibility of the **justification** of human action and the making of ethical judgments. There are some who claim in effect that there are no justified moral claims. We will study their arguments. There are others who try to show the way out of that sort of skepticism, and we will use what they have to say to develop some answers of our own. We will deal with problems of ethical relativity, morality, and international affairs. The course will also confront the problem of articulating our personal philosophies of life, their justification, and their relationship to morality. Through the eyes of some recent literature, the ancient question, "What is the best way to live?" is considered. Marxist and Existentialist ethics will be emphasized during a portion of the course. There will also be a special section on the relationship between morality and art. (Offered yearly. Fall, 1991.) No prerequisites. **Goldblatt. 4**

199—INTRODUCTORY TOPICS IN PHILOSOPHY. A general category used only in the evaluation of transfer credit.

226—SOCIAL AND POLITICAL PHILOSOPHY. What is society? How ought it be organized? What is justice? What rights and responsibilities do individuals have with respect to the state? How do exploitation and domination enter society, and how can they be eradicated? Can questions like these be answered, or are they merely a "matter of opinion"? These questions form the subject of this course. We will discuss them by reading a series of major political and social philosophers, including Plato, Hobbes, Locke, Marx, Thoreau, Rawls, Nozick, and others. Prerequisite: Philosophy 101, FS 104 (Philosophy), Political Science major, or consent. (Offered yearly. Spring 1992.) **Goldblatt, Vogel. 4**

231-232—TOPICS SEMINAR IN PHILOSOPHY. An inquiry into issues and problems presently at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty. Recent topics have included: "Philosophy of Architecture, Cinema and Literature," "Philosophy of Nature, Technology and the Environment," and "Philosophy of Literature," "Artificial Intelligence," and "Camus and Sartre." These courses are sometimes cross-listed with the Honors Program. Topics for 1991-92: Fall, "Contemporary Controversies in Perception Theory;" Spring, "Philosophy of Nature, Technology and the Environment." Prerequisite: Philosophy 101, FS 104 (Philosophy) or consent. **Staff. 4**

250—PHILOSOPHY OF LAW. Does law have an intrinsic connection with the moral order, or is it whatever a legislature or judge says it is? This course will analyze the concept of law, with particular attention given to the conflict between the natural law tradition and legal positivism. The justification of legal authority and the nature of legal reasoning will be considered. Normative issues, including the relation between law and concepts of justice, equality, liberty, responsibility, and punishment will also be addressed. Prerequisite: Philosophy 101, FS 104 (Philosophy), or consent. (Spring, 1992.) **Lisska. 4**

275—PHILOSOPHY OF FEMINISM. Feminism addresses a radical challenge to traditional ways of doing philosophy. In asking why women and women's experience seem to be missing from the tradition of philosophy, it implicitly puts into question philosophy's claim to objectivity, universality, and truth. Has philosophy's apparent exclusion of woman meant that an entire realm of human experience has been prevented from achieving legitimate expression? Would including women mean broadening philosophy to include a different world view — emphasizing relationship rather than division, responsibility rather than rights, diversity rather than unity? The course will examine these and other questions, emphasizing contemporary feminist discussions of ethics and of science. This course satisfies the General Education requirement in Minority/Women's Studies. Prerequisite: Philosophy 101, FS 104, or consent. (Fall, 1991.) **Vogel. 4**

298—EXISTENTIALISM. This seminar will involve a study and discussion of the basic concepts and contentions of Existentialism as they have developed primarily in the "classic" 19th and 20th Century literature of Existentialism — philosophical and other. Topics such as alienation and authenticity, freedom and responsibility, morality vs. legality, rationality and the absurd, will be investigated and confronted. It is hoped that each student will use this seminar both as a basis for becoming closely acquainted with Existentialism, and as an occasion for coming to grips with and clarifying some of the fundamental value concerns and issues of his or her existence. Prerequisite: Philosophy 101, FS 104 (Philosophy), or consent. (Fall, 1991.) **Santoni. 4**

299—INTERMEDIATE TOPICS IN PHILOSOPHY. A general category used only in the evaluation of transfer credit.

301—PHILOSOPHY OF RELIGION. Because this course is in Philosophy of Religion, the learning of historical or classificatory detail about philosophers or philosophies of religion will be of secondary importance. Primarily, the student will be encouraged to come to grips with some of the basic theoretical and/or intellectual problems which confront religion and religious belief, as treated in both classical and contemporary philosophy. Within this context, the course will focus on both the traditional problems related to argumentation about God's existence (including the problem of evil) and the contemporary problems of religious language and religious knowledge. The student will be encouraged to relate these issues to his/her existence. Prerequisite: Philosophy 101, FS 104 (Philosophy), or consent. (Not offered 1991-92.)
Santoni. 4

306—THEORIES OF KNOWLEDGE. An inquiry into the meanings, possibility, conditions, criteria, and types of truth and/or knowledge, and a discussion of representative theories of knowledge. The class will aim to achieve clarity in respect to both classical and contemporary approaches to the problem of knowledge. The adequacy of those approaches will be assessed. Prerequisite: Sophomore standing and 101, FS 104 (Philosophy), or consent. (Not offered 1991-92.)
Barnes. 4

312—ADVANCED SYMBOLIC LOGIC. Topics in the philosophy of logic and the foundations of mathematics. A symbolic language for predicate logic will be developed to the degree necessary for simple results in number theory, after which we will proceed to prove G'Adodel's Theorem and then to examine its philosophical implications (e.g., for questions in the philosophy of mind and artificial intelligence). Prerequisite: Philosophy 105, Math 171, or consent. (Not offered 1991-92.) **Vogel. 4**

331—GREEK AND MEDIEVAL PHILOSOPHY. An examination of some fundamental problems in Metaphysics (what there is) and Epistemology (how we come to know), in the context of the origin and development of Greek thinking from the pre-Socratics, Sophists and Socrates, Plato and Aristotle, through selected writers in the Medieval period including Plotinus, Augustine, Thomas Aquinas, Duns Scotus, William of Ockham, and Nicholas Cusanus. Prerequisite: Philosophy 101, FS 104 (Philosophy), or consent. Satisfies the General Education requirement in Western Studies. (Offered yearly. Fall, 1991.) **Lisska. 4**

332—MODERN PHILOSOPHY: DESCARTES THROUGH HEGEL. The course examines two fundamental philosophical traditions of the 17th and 18th Centuries: Rationalism and Empiricism, as well as attempts by Kant and Hegel to combine the insights of both. It traces the development of such themes as the nature of human experience, the foundations of knowledge, and the limits to knowledge through the work of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, Kant, and Hegel. Their attempts to resolve these questions formed the basis for much of the intellectual history of the "Age of Reason and Enlightenment," and they continue to inform contemporary investigations of knowledge, language, and mind. Prerequisite: Philosophy 101, FS 104 (Philosophy), or consent. Satisfies General Education requirement in Western Studies. (Offered yearly. Spring 1991.)
Glotzbach. 4

333—CONTEMPORARY ANALYTIC PHILOSOPHY: 1900 TO PRESENT. An examination of the contemporary British-American tradition of philosophical analysis, a major intellectual movement which has influenced nearly every area of contemporary thought. The course will trace the roots of Analytic Philosophy from its beginnings in the work of Bertrand Russell and G. E. Moore (and their rejection of 19th Century British Idealism), through its development by the members of the Vienna Circle (the Logical Positivists), and later by Ryle, Wittgenstein, Strawson, Quine, Sellars, and others. The aim will always be to understand the substantive concerns of the movement along with its methodology. Thus, the class will confront some of the central issues in Epistemology, Metaphysics, Ethics, Philosophy of Language, and Philosophy of Science as they have been treated by analytic philosophers. Prerequisite: Philosophy 101, FS 104 (Philosophy), or consent. (Fall, 1991.)
Barnes, Goldblatt, Glotzbach. 4

334—CONTEMPORARY CONTINENTAL PHILOSOPHY. This course traces the development of Continental Philosophy from 1900 to the present, including the phenomenological movement of Husserl, Heidegger, Sartre, and others; the neo-Marxism of the Frankfurt School and Habermas; the hermeneutics of Gadamer and Ricoeur; and the structuralism and deconstructionism of Foucault, Derrida, and others. Prerequisite: 101, FS 104 (Philosophy), or consent. (Offered Spring, 1991, and in alternate years.)
Vogel. 4

361-362—DIRECTED STUDY.
Staff. 3 or 4

363-364—INDEPENDENT STUDY.
Staff. 4

369—PHILOSOPHY OF THE ARTS: AESTHETICS. A seminar consisting of a series of philosophical investigations into the arts (with all the arts of relevance) and not a history of the field. We will be concerned with such items as the role of the art world, the role of art theory, the nature of the art object and how it differs from any non-art artifact, the nature of the creative process, aesthetic experience, art criticism, interpretation and problems of evaluation of art works. Prerequisite: upperclass standing or consent. Satisfies one General Education requirement in Artistic Inquiry. (Offered yearly. Spring, 1992.) **Goldblatt. 4**

399-ADVANCED TOPICS IN PHILOSOPHY. A general category used only in the evaluation of transfer credit.

403—PHILOSOPHY AND HISTORY OF SCIENCE. The scientist is a philosopher, making choices and constructing explanations which involve ethics, the problem of knowledge (epistemology), and assumptions about reality (metaphysics). In other words, this course takes the view that issues in the philosophy of science arise within the actual practice of science, and for this reason, emphasizes both the historical record of successes and failures in science, and methodological issues in contemporary science. Prerequisite: Two laboratory science courses. (Offered yearly. Spring, 1992.) **Barnes, Glotzbach. 4**

431-432—SEMINAR IN PHILOSOPHY (JUNIOR/SENIOR SEMINAR). An intensive study in a major figure in philosophic thought. The topic varies from semester to semester, depending upon the needs of the students and the interests of the Department. Recent Junior/Senior Seminars have studied the work of Marx and Hegel, Wittgenstein and Nietzsche, Plato and Aristotle, Sartre, Thomas Aquinas, and Merleau-Ponty. The course may be repeated with credit. Prerequisite: Junior/Senior Philosophy major, or consent. Fall, 1991: Habermas. Spring, 1992: Wittgenstein and Nietzsche. **Staff. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Additional information about Philosophy courses — and in particular, a current course guide with more detailed descriptions of current courses — may be obtained from the Philosophy Department.

Philosophy, Politics and Economics (PPE)

Professors Sohrab Behdad, James R. Pletcher, Steven M. Vogel, PPE Committee

Professors Robin Bartlett, Sohrab Behdad, William Bishop, Emmett Buell, Donna Childers, Daniel Fletcher, Philip Glotzbach, David Goldblatt, Tara Gray, Paul King, Ross LaRoe, Anthony Lisska, Richard Lucier, Timothy Miller, James Pletcher, Ronald Santoni, David Sorenson, Jules Steinberg, Steven Vogel

Guidelines

The PPE Program enables students to pursue a rigorous course of studies exploring the important historical, methodological, and theoretical interconnections among the three indicated fields of study. It is designed, specifically, to meet the needs of students seeking to understand the theoretical foundations of political and economic thought.

The PPE Program is overseen by the PPE Committee comprising one faculty member from each of the PPE departments. Each PPE major must choose a member of the PPE Committee to serve as his or her PPE adviser. The PPE Committee (as a whole) must approve the individual program of each PPE student. Students wishing to pursue a PPE major should contact one of the three PPE Committee members listed above.

The PPE Major

The course requirements for the PPE Program are divided into three sections, 1) Core Courses [11 courses], 2) Electives [5 courses], and 3) Senior Research [two semesters]. Core courses are chosen to provide students with a grounding in each of the three disciplines; electives allow each student to concentrate upon a specific area or topic of interest; and the senior research project provides a culminating experience allowing students to draw together their work in the three disciplines. In effect, the PPE major is a double major distributed across three departments. Therefore, in keeping with college policy, students choosing the PPE major may not take any other major or minor.

Core Courses

Philosophy
101 or FS 104 [Philos.]
121 [Ethics]
226 [Social & Political Philos.]
250 [Philosophy of Law]

Political Science
one of 202, 221, 204, or 222
one of 303 or 304, and 300 or 301

Economics
200 [Principles]
301 [Macroeconomics]
302 [Microeconomics]
311 [Hist. of Econ. Th.]

Electives

A student must select five additional advanced courses in at least two of the three departments. The courses which satisfy this requirement must be approved by the PPE Committee. Under special circumstances, and with the approval of the PPE Committee, a student may be permitted to fulfill up to two of his or her elective requirements with courses outside of the Political Science, Economics, and Philosophy departments. It is the responsibility of each student's PPE advisor and, ultimately, the PPE Committee, to see that the student's course of study realizes the overall goals of the PPE Program.

Senior Research/Honors Project

In addition to completing the course sequence indicated above, each PPE student must complete two semesters of senior research culminating in a senior research project or honors thesis linking the three areas and approved by readers chosen from the three departments.

Course Offerings

341-342—Directed Study. **Staff. 3-4**

441-442—Directed Study. **Staff. 3-4**

451-452—Senior Research. **Staff. 4**

461-462—Individual Work for Honors. **Staff. 4**

Course Offerings — Core Courses

Economics

200—PRINCIPLES AND PROBLEMS. A survey of the field of Economics, with a balance of description, analysis, and policy. The purpose of the semester's work is to provide the student with an understanding of crucial economic concepts which are required to analyze a variety of economic problems, and to offer a chance to use these tools in discussing some of these problems. This is the first course for the major and **is prerequisite** for ALL intermediate and advanced economics courses. It will also fulfill the Social Inquiry General Education Requirement. There is no prerequisite, but students who take Economics 150 may later take Economics 200. This course will be more technical and devoted to model building than the 150 course.
Staff. 4

301—INTERMEDIATE MACROECONOMIC ANALYSIS. An examination of the determinants of national income, employment, and the price level in the economics system, including analysis of consumption and saving, private investment, government fiscal policy, business fluctuations, and the interactions between money and national income. Prerequisite: 200. **Staff. 4**

301—INTERMEDIATE MACROECONOMIC LABORATORY. **Staff. 1**

302—INTERMEDIATE MICROECONOMIC ANALYSIS. An examination of the basic assumptions and methods of analysis employed in microeconomic theory, including demand analysis, production and cost relationships, market structures, distribution theory, general equilibrium, and welfare economics. Prerequisite: Economics 200. **Staff. 4**

302—INTERMEDIATE MICROECONOMIC LABORATORY. **Staff. 1**

311—ECONOMIC CONTROVERSIES AND THE EVOLUTION OF ECONOMIC THOUGHT.* A critical inquiry into the historical foundations of present controversies in economics. Two sets of issues have been intertwined in the development of the present paradigms in economic theory. There have been social and ideological issues such as the power of the state and the limits of individual rights, social harmony and conflict, stability and change, and poverty and inequality. And there have been theoretical concerns about the nature and determination of value, wages and prices, allocation of resources, distribution of social product, and the operation and efficiency of the market. In this course there is an attempt to better understand present controversies in economics by exploring the historical relation between socio-ideological issues and theoretical concerns within various schools of economic thought. Beginning with Medieval times and continuing into 20th century, selected writing of the leading members of these schools of thought will be critically examined in the context of the historical and institutional conditions of their time. Prerequisites: Economics 150 or 200 and junior standing. **Behdad, King. 4**

Philosophy

101 or FRESHMAN STUDIES 104 (Philosophy)—BASIC ISSUES IN PHILOSOPHY. An understanding of the nature and function of Philosophy, as well as its relations to other fundamental human interests, is sought through a consideration of representative philosophical problems as treated in selected writings of leading philosophers of the past and present. This course satisfies the General Education requirement in Critical Inquiry. **Staff. 4**

121—ETHICAL THEORY. This seminar explores the possibility of the **justification** of human action and the making of ethical judgments. There are some who claim in effect that there are no justified moral claims. We will study their argument. There are others who try to show the way out of that sort of skepticism, and we will use what they have to say to develop some answers of our own. We will deal with problems of ethical relativity, morality, and international affairs. The course will also confront the problem of articulating our personal philosophies of life, their justification, and their relationship to morality. Through the eyes of some recent literature, the ancient question, "What is the best way to live?" is considered. Marxist and Existentialist ethics will be emphasized during a portion of the course. There will also be a special section on the relationship between morality and art. No prerequisites. Offered once each year. (Fall 1991). **Weiss, Goldblatt. 4**

226—SOCIAL AND POLITICAL PHILOSOPHY. What is society? How ought it be organized? What is justice? What rights and responsibilities do individuals have with respect to the state? How do exploitation and domination enter society, and how can they be eradicated? Can questions like these be answered, or are the merely a "matter of opinion"?These questions form the subject of this course. We will discuss them by reading a series of major political and social philosophers, including Plato, Hobbes, Locke, Marx, Thoreau, Rawls, Nozick, and others. Prerequisite: Philosophy 101 or FS 104 (Philosophy). Offered yearly. (Spring 1992) **Vogel, Goldblatt. 4**

250—PHILOSOPHY OF LAW. Does law have an intrinsic connection with the moral order, or is it whatever a legislature or judge says it is? This course will analyze the concept of law, with particular attention given to the conflict between the natural law tradition and legal positivism. The justification of legal authority and the nature of legal reasoning will be considered. Normative issues, including the relation between law and concepts of justice, equality, liberty, responsibility, and punishment will also be addressed. Prerequisite: Philosophy 101 or FS 104 (Philosophy). **Lisska. 4**

Political Science

202—AMERICAN POLITICAL BEHAVIOR AND INSTITUTIONS. Introduction to the study of American politics. Course is divided into several segments in which selected questions of American politics will be examined in depth, with special emphasis on how the political scientist approaches the study of American political behavior. **Staff. 4**

221—INTRODUCTION TO COMPARATIVE POLITICS OF DEVELOPED STATES. This introductory course will focus on the politics of the major constitutional democracies of Western Europe and Japan. Although much of the course will focus upon how politics work in individual countries—United Kingdom, France, Federal Republic of Germany—the conceptual emphasis of the course will be comparative. Political parties, political forces and interests, representation, elections, executives, and bureaucracy will be among the subjects of comparative analysis. **Bishop. 4**

222—COMPARATIVE POLITICS OF DEVELOPING NATIONS. This course explores problems of stability, development and democracy in developing nations by employing basic concepts of comparative politics. Course discussions and readings will focus on concepts and will apply these to case studies drawn from Latin America, Africa, and Asia. Emphasis will be placed on learning analytic skills through essay examinations and papers. **Pletcher. 4**

300—METHODS OF POLITICAL SCIENCE. This course introduces undergraduates to the methods of inquiry in political science. Its chief purpose is to familiarize students with basic concepts and procedures of the empirical study of politics, thus better enabling them to comprehend readings assigned in more advanced courses. Although basic ideas in the philosophy of social science will be discussed in setting out the nominalist paradigm, most of the course concerns learning how research is done, applying this knowledge to projects, and enhancing analytic and practical research skills. The course provides extensive instruction in the use of SPSSX, knowledge that should prove valuable in many other respects. **Buell. 4**

301—PUBLIC POLICY ANALYSIS. This course is designed to offer a comprehensive overview of the theoretical explanations and research tools employed in public policy analysis. The scope of the course will emphasize the relationship between theoretical explanations of policy-making and the methodological approaches that have been designed to provide empirical tests for such theories.The theoretical approaches covered will include formal models of public choice, regulatory policies, and comparative public policy and evaluational approaches. The methodological topics will include regression analysis, quasi-experimental research design, risk assessment, and causal modeling. Consent required.
Steinberg. 4

303—THE DEVELOPMENT OF POLITICAL THOUGHT—FROM MACHIAVELLI TO MILL. The emphasis of this course will be on examining the political ideas of a variety of different political thinkers from Machiavelli to Mill. We will try not only to interpret and understand what each theorist said, but also try to determine the impact of traditional political ideas on contemporary political thought and practice.
Steinberg. 4

304—THE DEVELOPMENT OF POLITICAL THOUGHT—FROM MARX TO PRESENT. The purpose of this course is an examination of political thought from Marx to the present. Emphasis will be placed on influence of Marx and Freud on contemporary political thought. **Steinberg. 4**

Course Offerings — Electives

Students should consult current departmental course guides and departmental sections of this catalog to determine currently available courses. Electives must be selected in consultation with a student's PPE advisor.

Physical Education

Larry Scheiderer, Director of Athletics, Physical Education and Recreation

Associate Professor Lynn C. Schweizer, Chair

Associate Professors Theodore H. Barclay, Dale S. Googins, Keith W. Piper, Lynn C. Schweizer; Assistant Professors Catherine A. Benton, James W. Bickel, Samuel L. Dixon, Sara J. Lee, J. Gregg Parini, Robert L. Shannon, Susan K. Stimmel; Assistant Athletic Trainer Jim D. Kantor; Sports Information Director John R. Hire

Departmental Guidelines

The Physical Education department is directly concerned with helping students understand themselves and their biological and psycho-social needs. We are devoted to fostering habits and techniques that will not only preserve students' health, but also enable them to achieve a full and satisfying life. By taking Physical Education activity classes or participating in intramurals, recreational activities or athletics, students will experience, firsthand, the great benefits and pleasures of being physically active.

A maximum of six credit hours of 100-level Physical Education Activity Classes/ Intercollegiate Sports may be applied toward the 127 credit hour requirement for graduation.

One or two credit hour activity courses are offered for 14 weeks during 1st and 2nd semester. Seasonal sport activities are offered for 7 weeks twice each semester for ½ credit. The four 7 week terms are listed below:

First quarter: September 3 — October 18
Second quarter: October 21 — December 3
Third quarter: January 14 — February 28
Fourth quarter: March 2 — April 27

The Physical Education Major

The department requires 35.5 hours of course work to complete the major. The curriculum core has been structured to ensure that the major develops a sound basis in the sciences that pertain to physical activity as well as the organization and administration programs relating to physical education, recreation and athletics. The core courses include: Biology 110, 201; Psychology 100; PHED 172, 340, 430, 438 and 439. The student will complete ten hours of electives for the major. Students are encouraged to pursue a specific area of interest within the major, and by carefully selecting their electives, they may choose a concentration in sports medicine, coaching, health, secondary education,or graduate school preparation. The elective courses are divided into two sections. The major must take six hours from Section A and four hours from Section B.

Section A includes: Psychology 210; PHED 224, 301, 310, 325, 328, 343, 344, 350, 361-2, 363-4, 375, 429, 441, 451-2, 461-2.

Section B includes: Dance 131, 141, 151; PHED 201, 202, 203, 235 and all 100 level courses.

Any student anticipating physical education as a possible major should consult with the chairperson during their first year.

Courses for Teacher Certification in Physical Education

In addition to the required Physical Education major courses and electives, a student who is preparing to teach Physical Education in public schools should include: Education 150 (prerequisite: Psych. 100), 213, 290 or 390, 310 (K-12 certification only), 312, 410, 415, PHED 160, and 5½ hours from 100-level courses.

Courses for Teacher Certification in Health

To complete the health education certification, students must take the following courses: Education 150 (prerequisite: Psych. 100), 213, 290 or 390, 310 (K-12 certification only), 312, 410, and 415; Physical Education 160, 172, 340, 344, 438 and 439; Biology 201 (prerequisite: 110) and 215; Psychology 260 and Sociology 313. In

addition to the above, the student must choose one of the following: Sociology 335, PHED 441 or a Directed Study on substance abuse. Any student anticipating teaching health should consult with the chairperson of the Education and Physical Education departments during their first or second year.

The Physical Education Minor

A minor in physical education requires a minimum of 20.5 hours of course work within the department. Students may choose to obtain a general minor or concentrate their efforts in athletic training, communication and sport, or a self-designed minor. All minors are required to take PHED 172 and 350. See page 122 of the catalog for a listing of the minor courses.

Course Offerings

100—INTRODUCTORY TOPICS IN PHYSICAL EDUCATION. A general category used only in the evaluation of transfer credit.

105—LEARN TO SWIM/DIVE. Fourth quarter. Beginning swimming and diving skills will be taught to students with no or very little previous training. (Not offered 1991-92.) **Staff. ½**

106—SWIM FOR FITNESS. First & second semester. This class is designed for the student who wants to learn, firsthand, the benefits and methods of aquatic conditioning. After completing this course, the participant will have the knowledge necessary to organize a personal conditioning program for lifetime fitness. The student should have a basic skill level in swimming. **Staff. 1**

108—CO-ED WATER POLO. Fourth quarter. Includes the methods and techniques of water polo, with an emphasis on fundamentals, offensive and defensive skills, conditioning, and rules. (Not offered 1991-92.) **Staff. ½**

109—BIATHALON. (running/swimming) Fourth quarter. This course will cover the methods and techniques of biathalon training and competition with emphasis on conditioning, biomechanics, and nutrition. (Not offered 1991-92.) **Staff. ½**

110—ARCHERY. First and fourth quarter. Students will be taught proper techniques of target archery, tournament scoring, care of equipment, novelty events, archery golf and clout shooting. (Not offered 1991-92.) **Staff. ½**

119—PLATFORM TENNIS. Second and third quarter. Beginning and intermediate skills of platform tennis will be introduced. Skill practice, strategy and tournament competition included. **Benton. ½**

120—BEGINNING GOLF. First and fourth quarter. An introduction to the techniques and rules required for participation in the sport of golf. **Dixon. ½**

121—INTERMEDIATE GOLF. First and fourth quarter. A continuation of beginning golf, with emphasis on medal and match play. Prerequisite: beginning golf or adequate background in the sport of golf. Greens fees will be required. **Dixon. ½**

122—BEGINNING TENNIS. First and fourth quarter. This course serves the student with no previous training or those who have had little training. Basic stroke knowledge, rules and court etiquette will be taught. **Staff. ½**

123—INTERMEDIATE TENNIS. First and fourth quarter. This course serves the student with some previous training, and those who have had instruction in the basic ground strokes. Doubles and singles strategy along with rules and court etiquette will be taught. **Staff. ½**

124—ADVANCED TENNIS. First and fourth quarter. This course serves students with developed tennis skills who want to further refine their overall game. Singles & doubles strategy will be covered in competitive situations. **Benton. ½**

125—BOWLING. Second and third quarter. This course teaches the fundamental skills and knowledge needed to integrate bowling into a lifetime activity. **Staff. ½**

128—POCKET BILLIARDS. Second quarter. Emphasis on fundamental skills necessary to play the various forms of pool and billiards. A variety of pocket billiard games will be learned and practiced in individual and tournament competition. (Not offered 1991-92.) **Bickel. ½**

130—BEGINNING RACQUETBALL. Second and third quarter. This course serves the student with no or very little experience. Students will learn the fundamental rules and regulations as well as basic stroke techniques. **Staff. ½**

131—INTERMEDIATE RACQUETBALL. Second and third quarter. Safety glasses required. Provides players who have learned the skills of serving, forehand and backhand strokes to play games with other players on the intermediate level of basic skills. A variety of new serves and kill shots are practiced. Singles and doubles strategy is discussed. This level of competition provides enrichment and self-satisfaction for the advanced level player. **Staff. ½**

133—BADMINTON. Second and third quarter. Basic stroke knowledge, rules and court etiquette will be taught. (Not offered 1991-92.) **Staff. ½**

134—HANDBALL. Second and third quarter. Equipment needed: safety glasses required and handball gloves strongly recommended. Rules, scoring, safety hints and court etiquette will be explained. Fundamental skills of the handball stroke with either hand will be explained and practiced. Various serves will be introduced. Suggested drills will be practiced for stroke and serve improvements. Games will be played and strategy discussed as performance level improves. **Shannon. ½**

144—HORSEBACK RIDING. First, second, third and fourth quarters. Hunt seat equitation to beginning, intermediate, and advanced riders offered. Basic dressage, cross-country work and jumping included in the seven-week course. In addition to 14 hours of mounted instruction, seven hours of stable management duties are also required. $250 fee. **Rudkin. 1**

151—INDOOR SOCCER. Second and third quarter. Students will learn the basic skills, rules and strategy, and apply them in game situations. **Staff. ½**

152—CO-ED VOLLEYBALL. Fourth quarter. This course introduces students to the fundamentals of the game of power volleyball and strives to promote basic skill development, team play and strategy of the sport. **Lee. ½**

153—SOFTBALL. Fourth quarter. This course introduces the student to the fundamental skills and strategies of the game of softball. Students will learn the basic rules and regulations and apply them in game situations. (Not offered 1991-92.) **Lee. ½**

154—CO-ED BASKETBALL. Third quarter. This course introduces students to the basic rules and strategies of the game of basketball. It will help students develop basic skills and gain a deeper appreciation of the sport through participation in game situations. **Lee. 1**

155—SKIING, HIKING AND OUTDOOR EDUCATION. Third quarter. This course is designed to introduce the student to outdoor skills. This year the student will concentrate on beginning downhill skiing. $140 fee. **Gamble. ½**

158—CO-ED FLOOR HOCKEY. Second quarter. Students will learn the basic skills, rules and strategy, and apply them in game situations. No previous experience necessary. **Stimmel. ½**

159—INTERVAL SPEED TRAINING. Second semester. This course is designed to help improve leg strength, speed, and cardiovascular efficiency through interval speed training three times per week. A good course for off-season athletes. **Piper. 1**

160—LIFETIME FITNESS. First and second semester. This course will provide the students with exposure to five areas of health and physical education which can be utilized to lead a healthy and fit lifestyle. The five areas include: weight training, running, nutrition, swimming and aerobics. **Staff. 1**

161—STRENGTH TRAINING. First and second semesters. Students will learn and practice the principles of progressive resistance exercise, with an emphasis on safety factors; warm-up and stretching; selection of exercises and equipment; and the variation of sets and repetitions performed. **Staff. 1**

171—RUN FOR YOUR LIFE. First and second semester. The student will gradually work toward jogging five miles. A good course for those who aspire to run in road races. A minimum of three participations per week is required. **Piper. ½**

172—CPR (CARDIO-PULMONARY RESUSCITATION). First, second, third and fourth quarters. Students meeting the basic standards will receive American Heart Association certification. **Googins. ½**

Men's Varsity Sports

180—BASEBALL.	Dan Briggs; Assistant Coach: James Bickel	1 cr.
181—BASKETBALL.	Mike Sheridan	1 cr.
182—CROSS COUNTRY.	Phil Torrens	1 cr.
183—FOOTBALL.	Keith Piper, Head Coach; James Bickel, Defensive Coordinator; Robert Shannon, John Hire, Assistant Coaches	1 cr.
184—GOLF.	Samuel Dixon	1 cr.
185—LACROSSE.	Michael Caravana	1 cr.
186—SOCCER.	Michael Caravana, Assistant Coach: Ted Barclay	1 cr.
187-1—SWIMMING.	Gregg Parini	1 cr.
187-2—DIVING.	TBA	1 cr.
188—TENNIS.	Peter Burling	1 cr.
189—INDOOR/OUTDOOR TRACK.	Robert Shannon	1 cr.

Women's Varsity Sports

190—BASKETBALL.	Sara Lee	1 cr.
192—FIELD HOCKEY.	Susan Stimmel	1 cr.
193—LACROSSE.	Susan Stimmel	1 cr.
194-1—SWIMMING.	Gregg Parini	1 cr.
194-2—DIVING.	TBA	1 cr.
195—TENNIS.	Catherine Benton	1 cr.
196—INDOOR/OUTDOOR TRACK.	Stan Hughes	1 cr.
197—VOLLEYBALL.	Sara Lee	1 cr.
198—SOCCER.	Jon Lipsitz; Assistant Coach: Catherine Benton	1 cr.
199—CROSS COUNTRY.	Stan Hughes	1 cr.

201—RED CROSS LIFEGUARD TRAINING. First semester. This course is designed to certify students in CPR, first aid and American Red Cross Lifeguard Training. Certification may qualify students for employment at beaches, pools and camps. **Schweizer. 2**

202—WATER SAFETY INSTRUCTOR. (New material) Second semester. Successful completion of this course leads to American Red Cross Certification as a WSI. This course includes: review of Advanced Lifesaving Skills, opportunity to receive CPR certification, and teaching progressions for a variety of strokes. Students will experience 4 weeks of practice teaching of faculty/staff children. **Schweizer. 2**

203—SKIN AND SCUBA DIVING. First and second semester. Successful completion of this course will lead to national certification as a YMCA Open Water Diver. Students must furnish mask, fins and snorkel, and field trip expenses. Prerequisites: good physical condition, free of chronic sinus or ear conditions, and above average swimming skills. **Barclay, Schweizer. 2**

220—THEORY AND PRACTICE OF FOOTBALL COACHING (DEFENSE). First semester. Includes instruction and supervised practice and techniques of teaching in the fundamental and advanced skills, defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics and conduct. **Bickel. 2**

224—CAMP COUNSELING. First semester alternate years. This course is designed to prepare students for counselorship. The summer camp as an educational and recreational agency will be discussed. Students will participate in weekly practical experiences. (Not offered 1991-92.) **Staff. 2**

235—SPORTS OFFICIATING — BASKETBALL. First semester alternate years. Study of the rules of basketball and pertinent rules interpretations. Instruction in the techniques and mechanics of basketball officiating. Successful completion of all requirements will permit a student to obtain an Ohio High School Athletic Association Officiating Permit. (Not offered 1991-92.) **Bickel. 2**

299—INTERMEDIATE TOPICS IN PHYSICAL EDUCATION. A general category used only in the evaluation of transfer credit.

301—TESTS AND MEASUREMENTS. First semester alternate years. The course of study includes elementary statistics, as well as the philosophy of measurement in physical education and exercise science, and the application of measurement. **Stimmel. 3**

310—ADAPTIVE PHYSICAL EDUCATION. Second semester alternate years. Through readings, discussion, observation, and participation, the student will gain insight into the various handicapping conditions and learn principles of adapting physical education activities to a variety of populations. (Not offered 1991-92.) **Staff. 3**

325—PSYCHOLOGY OF SPORT. Second semester. This course will explore the theoretical and empirical research pertaining to the psychological determinants of athletic performance. Areas of interest will include the history of sport psychology, personality, motivation, goal setting, anxiety, causal attribution, and intrateam dynamics. (Not offered 1991-92.) **Parini. 3**

328—CONTEMPORARY ISSUES IN PHYSICAL EDUCATION & SPORTS. Second semester alternate years. This course will deal with the social, psychological, and ethical issues in physical education and sports. Topics to be covered will include: sexism, racism, ageism, aggression in sport, children in sport, competition and social aspects of sports. All stages of physical education and sports will be included from recreational play to professional athletics. We will also look at the future of sport in our society. **Caravana. 3**

340—ATHLETIC TRAINING & FIRST AID. First semester. This course is designed to present the basic concepts and principles of athletic training and first aid, including family safety. In addition to the 4 hours of class each week, the student will also participate in a unique 2 hour lab experience per week. **Googins. 4**

344—PERSONAL AND COMMUNITY HEALTH. First semester alternate years. A study and survey of the biological, psychological, and sociological data underlying sound modern health practices. **Stimmel. 3**

350—PRACTICUM IN PHYSICAL EDUCATION. First and second semesters. Through practical experience the Physical Education major/minor will deal directly with the specific area of concentration within the major/minor. **Staff. 1-3**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3**

375—TECHNIQUES AND THEORY OF COACHING. Second semester. The student will study methods and techniques involved in the coaching of team and individual sports. The course will include instruction in the purchase and care of equipment; public relations, pre-season, in-season and post-season planning; conditioning; organization of tournaments; ethics and conduct. **Lee. 3**

429—HISTORY OF PHYSICAL EDUCATION AND SPORT. Second semester alternate years. (Not offered 1991-92.) **Staff. 3**

430—ORGANIZATION & ADMINISTRATION OF PHYSICAL EDUCATION & ATHLETICS. Second semester alternate years. This course is designed to study the organization and administration of programs devised for each area and to consider the future directions which are probable, desirable, and achievable in physical education and athletics. **Barclay. 3**

438—EXERCISE PHYSIOLOGY. First semester every year. A study of the physiological processes involved in athletic performance including energy metabolism, neuromuscular concepts, cardiovascular aspects, physical training, nutrition, body composition and ergogenic aids. **Parini. 3**

439—KINESIOLOGY. Second semester every year. A study of anatomical and mechanical fundamentals of human motion with the application of analysis to motor skills. **Googins. 3**

441—SPORTS MEDICINE THEORY. Second semester. This course is designed to present the advanced concepts and principles of athletic training. Prerequisite P.E. 340 **Googins. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

ATHLETIC TRAINING MINOR

Requirements: 22½ credits
- Bio. 201 Human Anatomy & Physiology
- PE 172 CPR
- PE 340 Athletic Training and First Aid
- PE 344 Personal & Community Health
- PE 350 Practicum in P.E.
- PE 438 Physiology of Sport
- PE 439 Kinesiology
- PE 441 Sports Medicine Theory

COMMUNICATION AND SPORT MINOR

Requirements: 14½ credits
Eight hours from Communication 101, 223, 225, 226, 230, 308, 350-1
- PE 172 CPR
- PE 328 Contemporary Issues
- PE 350 Practicum

Electives: 2 courses from
- PE 235 Sports Officiating
- PE 301 Tests & Measurement
- PE 340 Athletic Training & First Aid
- PE 344 Personal & Community Health
- PE 430 Organization & Administration

GENERAL PHYSICAL EDUCATION MINOR

Requirements: PE 172 and 350; and 3 courses from
- PE 301 Tests & Measurement
- PE 328 Contemporary Issues
- PE 340 Athletic Training & First Aid
- PE 344 Personal & Community Health
- PE 430 Organization & Administration
- PE 438 Physiology & Exercise
- PE 439 Kinesiology

Electives: 8 credits from
- PE 224 Camp Counseling
- PE 235 Sports Officiating
- PE 310 Adaptive Physical Education
- PE 361-362 Directed Study
- PE 363-364 Independent Study
- PE 429 History of Physical Education
- PE 441 Sports Medicine

Physics

Professor Lee E. Larson, Chair

Professors F. Trevor Gamble, Roderick M. Grant, Lee E. Larson, Michael E. Mickelson, Ronald R. Winters; Associate Professor Sandra Yorka; Instructor of Astronomy (part-time) Robert Rush

Departmental Guidelines

The study of Physics is a challenging and intellectually rewarding activity elected by those who seek to sharpen and broaden their appreciation and understanding of the physical world and of their relationship to it. To this end courses offered by the Department of Physics are designed to bring the student to an increasingly independent level of investigation in experimental and theoretical Physics, and to a level of sophistication commensurate with his or her motivation, goals, and abilities.

A major in Physics, in addition to preparing students for professional work including secondary school teaching, has proven desirable for those preparing for careers in engineering, medicine, business, computer science, law, and industrial management. Sufficient flexibility exists in the major program to suit the needs and goals of the individual.

For research opportunities in Physics, see the Oak Ridge Science Semester listed elsewhere in this catalog.

Major in Physics

A student desiring to major in Physics, or Physics with a concentration in Astronomy, Geophysics, or in related fields, should consult early with a member of the Department. The minimum requirements for the major in Physics qualifying for the B.A. degree include, in addition to the introductory course (121-122), completion of 123, 200, 211, 305, 306, 312p or 312g, two semesters of 400, and the comprehensive examination. All majors are required to complete four courses in the Department of Mathematical Sciences at the introductory calculus level and above (exclusive of computer science courses). Students wishing to qualify for the B.S. degree must take two additional physics courses, 330 and one course from among 220, 230, 345, 405, and 406. Majors normally are expected to become proficient in computer programming and data processing.

Students preparing for graduate work in Physics, Astronomy, or related fields are advised to elect the B.S. degree in Physics, and to take a total of at least six courses in the Department of Mathematical Sciences. Two or more courses taken in other science departments (Biology, Chemistry, Geology) are desirable, as is a reading knowledge of at least one Modern Language (French, German, or Russian).

Major in Physics (Geophysics Concentration)

The minimum requirements for this program are Physics 121, 122, 123, 211, 305, 306, 312g, Mathematical Sciences 123, 124, 351, and Geology 111, 113, 211, 212, and 311. In addition, an independent comprehensive project (experimental or theoretical) is required during the senior year. Students with an interest in geophysics should consult not later than their sophomore year with the Physics and Geology chairpersons.

Minor in Physics

A minor program in Physics is designed to be flexible and to complement the student's major program. The student, in consultation with the Physics Department, will develop a minor program which will broaden and enhance both the liberal arts experience and the student's major program. The minor shall include: Physics 121, 122, 123, and Mathematics 123 and 124. In addition, three courses at the advanced level in Physics will complete the minor requirement. One of the three courses shall include a significant laboratory component. These courses will be selected to provide a perspective on the discipline with the specific needs of the student in mind. Mathematics above the introductory calculus level and computer programming skills are also recommended to round out the minor. In addition to these requirements, a final culminating experience will be designed by the Department and the student. As an example, if the student's major requires a comprehensive exam, then additional questions from Physics might be included which would tend to integrate or connect the two disciplines. Another possibility

might include an interdisciplinary research effort that bridges the major and minor areas.

Engineering

Denison offers the opportunity to study engineering via "binary" or "three-two" programs undertaken in cooperation with leading schools of engineering. Students interested in these programs should consult early with Professor Larson. Additional details can be found in this catalog under "Pre-Professional Programs."

Certain courses in this department require the use of safety glasses. These courses are designated with the words "Safety Glasses Required" at the end of their descriptions. A full statement on the use of safety glasses appears earlier in this Catalog.

Course Offerings

100—CURRENT TOPICS IN PHYSICS. Designed principally for students not contemplating a major in the sciences, but who nevertheless wish to develop their ability to figure things out about the physical world for themselves. Recently, the course has focused on the physics of societal concerns such as the energy crisis. The laboratory, an integral part of the course, will serve to introduce the student to the observation, measurement, and analysis of phenomena directly related to topics studied in the course. Open to seniors by consent only. Mathematical preparation is assumed to include high school algebra and geometry. (This course satisfies one course of the science requirement.) **Staff. 4**

110—MEDICAL PHYSICS. Applications of physics to medicine; the workings of the human body as a physical system, mechanics of skeletal structure, energy use by the body, use of radiation, etc. Offered in alternate years. Prerequisite: 121 or 122 concurrently. **Staff. 2-3**

121-122—GENERAL PHYSICS. This course is designed to provide a thorough quantitative coverage of the foundations and concepts of Physics and its approach toward an understanding of natural phenomena. The course includes a significant introduction to the Physics of the 20th century. Four lectures and one two-hour laboratory each week. Mathematical Sciences 123 must be taken concurrently unless the chairperson gives consent to enroll without it. **Staff. 4**

123—INTRODUCTORY MODERN PHYSICS. A survey of topics from present-day physics, such as the special theory of relativity, basic quantum theory, atomic structure and spectra, X-rays, and the nucleus. Fall semester. Prerequisite: 122. **Staff. 4.**

199—INTRODUCTORY TOPICS IN PHYSICS. A general category used only in the evaluation of transfer credit.

200—MODERN PHYSICS. A quantitative study of topics in modern physics including special and general relativity, atomic and nuclear physics, molecular and solid state physics, with particular emphasis on analytical techniques. Spring semester. Prerequisite 123. **Staff. 4**

211—ELECTRONICS. A course in circuit design which emphasizes the use of linear and digital integrated circuits, transistors, and other solid state devices. Fall semester. Prerequisite: 122 or Chemistry 122 or consent. **Staff. 4**

220—GEOMETRICAL AND PHYSICAL OPTICS. A study of the laws of reflection and refraction and their applications to lenses and mirrors; and a study of diffraction, interference, polarization, and related phenomena. This course normally will be offered in alternate years. The course includes a laboratory. Prerequisite: 122. (Not offered 1991-92) **Staff. 4**

230—THERMODYNAMICS. Selected topics from thermodynamics, kinetic theory, and statistical methods. This course normally will be offered in alternate years. The course may include a laboratory. Prerequisite: 122. **Staff. 3-4**

299—INTERMEDIATE TOPICS IN PHYSICS. A general category used only in the evaluation of transfer credit.

305—CLASSICAL MECHANICS. A course in classical mathematical physics designed to provide the student with a basic understanding of the methods and procedures of physical analysis. Fall semester. Prerequisite: 200 or consent. **Staff. 4**

306—ELECTRICITY AND MAGNETISM. A course in the theory of electromagnetic interactions, including the sources and descriptions of electric and magnetic fields, Maxwell's equations, and electromagnetic radiation. Spring semester. Prerequisite: 200 or consent. **Staff. 4**

312p—EXPERIMENTAL PHYSICS. A course in the theory and practice of physical research with emphasis on the understanding and use of present-day research instrumentation. Spring semester. Prerequisites: 123, 211 recommended. May be repeated once for credit. **Staff. 4**

312g—GEOPHYSICS LABORATORY.
A course offered jointly by the departments of Physics and Geology in the theory and practice of geophysical research with emphasis on the understanding and use of present-day research instrumentation. Spring semester. Prerequisites: 122; Geology 111/consent. **Staff. 4**

330—INTRODUCTORY QUANTUM MECHANICS. A first course including solutions of the Schroedinger Equation for some elementary systems, followed by an introduction to the more abstract methods of Quantum Mechanics. Prerequisites: 305/consent. **Staff. 3**

340—ADVANCED TOPICS. Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit. Prerequisites: junior standing and consent of chairperson. **Staff. 1-2**

345—SPECIAL TOPICS IN PHYSICS. Topics will be chosen according to the interests of the staff member offering the course from such areas as energy, the solid state, laser physics, nuclear physics, astrophysics, geophysics, and medical physics. The course normally will be offered on demand. May be repeated with consent of chairperson. Prerequisite: 122/consent. **Staff. 4**

361-362—DIRECTED STUDY. Prerequisite: Consent of chairperson. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN PHYSICS. A general category used only in the evaluation of transfer credit.

400—SEMINAR. May be taken during the junior and/or senior years. **Staff. 1**

405—ADVANCED DYNAMICS. A course extending the work of 305 to include the more general formulations of classical dynamics and to relate these to modern theoretical Physics. Prerequisite: 305 or consent. (Not offered 1991-92.) **Staff. 3**

406—ELECTROMAGNETIC THEORY. A course extending the work of 306 to include more general boundary value problems, additional implications of Maxwell's equations, and the wave aspects of electromagnetic radiation, including topics in modern physical optics. Prerequisite: 306 or consent. (Not offered 1991-92.) **Staff. 3**

451-452—SENIOR RESEARCH. Prerequisite: 312 or consent of chairperson. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. Prerequisite: 312 or consent of chairperson. **Staff. 4**

Political Science

Professor William J. Bishop, Acting Chair

Professors William J. Bishop, Emmett H. Buell, Jr., David S. Sorenson, Jules Steinberg; Associate Professor James R. Pletcher; Assistant Professor Donna Childers, Mitchell M. Pote

Departmental Guidelines

Major in Political Science

A student majoring in Political Science is required to take nine courses, which is equal to thirty-six credit hours, distributed in the following manner:

(1) Two 200-level courses, one of which must be either POSC 202, American Political Institutions and Behavior, or POSC 204, Introduction to American Political Thought; and either POSC 221, Introduction to Comparative Politics, or POSC 222, Introduction to Comparative Politics of Developing Nations.

(2) Seven 300-level courses, with at least one 300-level course taken from each of the three course categories: 1. American Politics, 2. Comparative and International Politics, and 3. Political Theory and Methods.

(3) One additional 200-level course may be substituted for a 300-level course such that a student may take six 300-level courses and one 200-level course under requirement (2).

Neither Directed Study nor Independent Study courses may be used to fulfill major requirements. Senior Research may count as fulfilling one course, even though students must take two semesters of senior research to receive college credit.

The Political Science Department participates in the interdepartmental major in Philosophy, Politics and Economics. Details about this program can be found on page 113.

International Relations Concentration

The International Relations Concentration exists within the Political Science Major. In addition to completing the requirements for the Political Science major, students must take an additional six (6) courses in areas relating to international relations. Departments offering such courses include Economics, Modern Languages, and History, with additional coursework possible in other departments. For Introductory Language courses at the "100/200" level, a full year sequence (111-112 or 211-212) counts as a single course. The Political Science Department is responsible for the approval of all courses taken by concentrators in terms of their applicability towards the Concentration, and thus students interested in the Concentration should plan a course of study with the appropriate adviser in the Political Science Department.

Students doing course work abroad may transfer up to two Political Science courses and two concentration-related courses for a semester program, and three Political Science courses and three concentration-related courses for a year-long abroad program. All course selections should be approved by the Political Science Department before the student leaves to go abroad.

Minor in Political Science

Students minoring in Political Science must meet the 200-level requirement specified for majors, and four 300-level courses, with at least one course taken in each of the categories specified for majors.

Course Offerings

Introductory Courses

199—INTRODUCTORY TOPICS IN POLITICAL SCIENCE. A general category used only in the evaluation of transfer credit.

202—AMERICAN POLITICAL BEHAVIOR AND INSTITUTIONS. Introduction to the study of American politics. Course is divided into several segments in which selected questions of American politics will be examined in depth, with special emphasis on how the political scientist approaches the study of American political behavior. **Staff. 4**

204—INTRODUCTION TO AMERICAN POLITICAL THOUGHT. An introduction to the different theoretical dimensions characteristic of American political experience. Emphasis will be placed on examining the meaning of American constitutionalism, exploring the development and transformation of American liberalism and conservatism, analyzing the relationship between theories of democracy and elitism, and interpreting the historical development and transformation of American capitalism. **Childers, Steinberg. 4**

221—INTRODUCTION TO COMPARATIVE POLITICS OF DEVELOPED STATES. This introductory course will focus on the politics of the major constitutional democracies of Western Europe and Japan. Although much of the course will focus upon how politics work in individual countries — United Kingdom, France, Federal Republic of Germany — the conceptual emphasis of the course will be comparative. Political parties, political forces and interests, representation, elections, executives, and bureaucracy will be among the subjects of comparative analysis. **Bishop. 4**

222—COMPARATIVE POLITICS OF DEVELOPING NATIONS. This course explores problems of stability, development and democracy in developing nations by employing basic concepts of comparative politics. Course discussions and readings will focus on concepts and will apply these to case studies drawn from Latin America, Africa, and Asia. Emphasis will be placed on learning analytic skills through essay examinations and papers. (Not offered 1991-92.) **Staff. 4**

242—INTRODUCTION TO INTERNATIONAL POLITICS. This course introduces basic concepts and methods of analysis of the international political environment and international interaction. Among the topics covered are instruments of power, the causes of war, international politics and economics in the international political system. This course is recommended for advanced study in the areas of international relations and foreign policy. **Staff. 4**

299—INTERMEDIATE TOPICS IN POLITICAL SCIENCE. A general category used only in the evaluation of transfer credit.

Upper Division Courses

300—METHODS OF POLITICAL SCIENCE. This course introduces undergraduates to the methods of inquiry in political science. Its chief purpose is to familiarize students with basic concepts and procedures in the empirical study of politics, thus better enabling them to comprehend readings assigned in more advanced courses. Although basic ideas in the philosophy of social science will be discussed in setting out the nominalist paradigm, most of the course concerns learning how research is done, applying this knowledge to projects, and enhancing analytic and practical research skills. The course provides extensive instruction in the use of SPSSX, knowledge that should prove valuable in many other respects. **Buell. 4**

301—PUBLIC POLICY ANALYSIS. This course is designed to offer a comprehensive overview of the theoretical explanations and research tools employed in public policy analysis. The scope of the course will emphasize the relationship between theoretical explanations of policy-making and the methodological approaches that have been designed to provide empirical tests for such theories. The theoretical approaches covered will include formal models of public choice, regulatory policies, and comparative public policy and evaluational approaches. The methodological topics will include regression analysis, quasi-experimental research design, risk assessment, and causal modeling. Consent required. (Not offered 1991-92.) **Staff. 4**

302—THE DEVELOPMENT OF POLITICAL THOUGHT—ANCIENT. An introduction to classical Greek moral and political discourse and experience. Particular attention will be given to the moral and political reflections of Socrates, Plato, and Aristotle. The objective of the course is to understand classical Greek moral and political philosophy in terms of its particular historical and cultural contexts, as well as attempting to examine the possible relevance of the writings we shall investigate to contemporary moral and political thought and experience. **Steinberg. 4**

303—THE DEVELOPMENT OF POLITICAL THOUGHT—FROM MACHIAVELLI TO MILL. The emphasis of this course will be on examining the political ideas of a variety of different political thinkers from Machiavelli to Mill. We will try not only to interpret and understand what each theorist said, but also try and determine the impact of traditional political ideas on contemporary political thought and practice. **Steinberg. 4**

304—THE DEVELOPMENT OF POLITICAL THOUGHT—MARX TO PRESENT. The purpose of this course is an examination of political thought from Marx to the present. Emphasis will be placed on the influence of Marx and Freud on contemporary political thought. **Steinberg. 4**

305—NORMATIVE POLITICAL THOUGHT. This course is designed to introduce students to normative political theory, by teaching students how to do normative political theory, rather than by studying the ideas of different political theorists. Emphasis will be placed on an understanding of important moral and political concepts, and on the problems involved in providing a moral justification of political conduct in terms of diverse sets of value perspectives. The objective of the course is to introduce students to normative political argument and as such, to create an understanding of precisely what is involved in reasoning and arguing about politics from a normative philosophical foundation. **Steinberg. 4**

308—POLITICS OF THE THIRD WORLD. The goals of this course are to examine political and economic processes in the "Third World" — the underdeveloped countries of Africa, Asia and Latin America. The course will familiarize the student with contending points of view regarding the historical development of economics and politics in the Third World as well as a wide rang e of variables generally thought to affect political behavior in these countries. The course will prepare students to consider various possible futures of these countries and to reflect thoughtfully on the values involved in making choices about the future of the majority of humankind. **Staff. 4**

319—THE POLITICS OF CONGRESS. This course focuses on the formal and informal processes that affect Congressional policy-making from the perspective of Congress as a continually changing political system. Included will be a discussion of the institution's development and the relationships between Congress and the President and members of Congress and their constituents. Considerable attention will be given to such aspects of the legislative process as the committee system; party leadership; norms, rules and procedures; legislative voting; and Congressional elections. In each case, House/Senate comparisons will be made and proposals for reform will be evaluated. Prerequisite: 202 or consent. **Buell. 4**

320—THE INSTITUTIONAL PRESIDENCY. This course examines the American presidency as a political institution. Our analysis of the "institutionalization" of the presidency begins with a review of how the constitutional convention decided such issues as unity in the executive, selection, term in office, re-eligibility, and subordinate officers in the executive branch. We discuss how the presidency has since developed, from the limited office designed by the founders to the "post-modern" stage of today. We pay particular attention to executive relations with the judiciary and Congress and to the growth of presidential power, both formal and informal, in domestic and foreign policy-making. The course requires substantial reading, a term paper and two exams. (Not offered 1991-92.) **Buell. 4**

321—SELECTING THE PRESIDENT. This courses focuses on the nomination and election of presidents. It begins with an examination of stages in the development of presidential nominations, from the constitutional convention's expectation that the electoral college would nominate to the present system of presidential primaries and caucuses in the 50 states. Much attention is given to party and state regulation of these contests, campaign finance, the role of the media in handicapping candidates, the dynamics of momentum, and transformation of the nominating convention. We compare voters in primaries and caucuses with those in general elections. The course also examines general elections with particular emphasis on the electoral college and other institutional barriers to third party candidates. Media coverage and campaign finance for the general election are compared with nomination coverage and finance. We pay particular attention to candidate strategies in both stages of the selection process and take note of innovations in the technology of campaigning. Finally, the course looks at the declining power of party identification in voting and the rise of more situational determinants of the vote. The course involves substantial reading, some drawn from the instructor's own research, a term paper and two exams. **Buell. 4**

322—SOVIET POLITICS. A study of political culture, structure, and dynamics in the USSR. The course will look at the constituencies at the base of Soviet politics, the elites who command those constituencies, and the changing coalitions among the elites. Special attention will be focused upon the Communist Party of the Soviet Union. Other institutions to be examined include the military and the state security forces. The politics of economic organization will be a major theme of the course. **Bishop. 4**

324—POLITICS OF SUB-SAHARAN AFRICA. This course is intended to introduce the student to politics and development in Africa south of the Sahara. No prior knowledge of Africa is required. The course will use several approaches to the study of comparative politics, including theories of political development, underdevelopment and class analysis, to explore a variety of countries in Africa. The course material will be arranged historically, focusing on case studies as we trace the ebb and flow of politics in Africa over the last half century. **Staff. 4**

325—POLITICS IN CHINA. The following topics will be addressed in this course: the development of Chinese political thought, the role of Marxism-Leninism, the development of the communist movement in China, the organization and operation of the party and state organs in China, problems of centralization and de-centralization of authority, Chinese political culture, inter-relationships of political and economic issues, the role of leadership, the role of the military in China, and the Chinese foreign and defense policy. (Not offered 1991-92.) **Staff. 4**

332—PUBLIC OPINION IN AMERICAN POLITICS. This course has four major concerns. First, it focuses on the formation, structure, distribution, expression, and impact of public opinion in American politics. A second, and closely related, topic is the role of public opinion in democratic politics and governmental policy-making. The modes of citizen involvement in politics are a third area of concern, and attention will also be given to the empirical investigation and analysis of political behavior and public opinion. Students will work with survey data, whether gathered as part of an original research project or from available studies. **Buell. 4**

347—JUDICIAL BEHAVIOR. The course is an advanced examination of United States appellate courts. Topics discussed include appellate court jurisdiction, rules, and judicial standards; normative, descriptive, and quantitative models of judicial decision-making; and the impact of judicial actions. Special emphasis is placed on political science research into the activity of the U.S. Supreme Court. (Not offered 1991-92.) **Childers. 4**

350—THE SUPREME COURT AND THE POLITICAL PROCESS. This is the first course in a two-course sequence which analyzes the political and constitutional aspects of U.S. Supreme Court decision-making. In this course the activity of the Supreme Court on questions of the institutional arrangement of government, judicial powers, federalism, and the allocation of economic and political resources are examined. **Childers. 4**

351—THE SUPREME COURT AND CIVIL LIBERTIES. This is the second course in a two-course sequence which analyzes the political and constitutional aspects of U.S. Supreme Court decision-making. The focus of this course is on the Supreme Court's interpretation of constitutional rights and liberties, with particular emphasis on cases arising under the Bill of Rights and the Fourteenth Amendment's due process clause. **Childers. 4**

352—RACE AND SEX DISCRIMINATION AND THE LAW. This course examines the constitutional and statutory doctrines on race, sex and wealth discrimination in the federal courts. Through articles from leading law reviews and other selected texts, students will be introduced to the relevant constitutional provisions and statutes which underlie the Supreme Court's doctrine in these areas. Major court decisions will then be reviewed and analyzed. Particular areas to be covered are desegregation, the civil rights movement, affirmative action, the women's movement, feminist jurisprudence, sexual harassment, pregnancy discrimination, rape, comparable worth and capital punishment. Prerequisite: 202. **Childers. 4**

354—CONTEMPORARY ISSUES IN LAW AND SOCIETY. These courses are designed for students seeking to do advanced work in the judicial subfield. Each course will have a different focus and will permit in-depth examination of selected issues in law and society. Prerequisite: 202 or 262. (Not offered 1991-92.) **Childers. 4**

355—INTERNATIONAL POLITICAL ECONOMY. The purpose of this course is to explore different theoretical approaches to international politics and economics. The course will focus on U.S. foreign policy in the post-war international system, issues of trade and finance, and the impact these have had upon the problems of developing societies. Students are expected to bring to the course some prior knowledge of basic concepts of economics. Emphasis is placed upon analytic reasoning and persuasive argumentation. (Not offered 1991-92.) **Staff. 4**

357—SOVIET FOREIGN AND MILITARY POLICY. The subject of the course is the behavior of the Soviet Union in world politics. The period from World War II to the present will be emphasized. Analysis of Soviet relations with those parts of the world which have been an object of particular Soviet interest (the United States, Germany and Europe, China and East Asia, and the Middle East) will comprise a large part of the course. The course goal is to develop skills for intelligently explaining and forecasting Soviet behavior in the world. **Bishop. 4**

359—THE CONDUCT OF AMERICAN FOREIGN POLICY. An analysis of the major actors and their ideas in the development and determination of American foreign policy. Among the topics covered will be a thematic history of American foreign policy, an analysis of foreign policy decision-making, public opinion and foreign policy, and special topics. No Freshmen. **Staff. 4**

360—PROBLEMS OF AMERICAN DEFENSE POLICY. An examination of the persistent problems facing the United States in its search for national security in an age of limited wars and nuclear weapons. Topics include the deterrence policy, nuclear weapons and nuclear strategy, the economic costs of defense, alliance politics, conventional military force, and military personnel policy. No freshmen. **Staff. 4**

370—IMPORTANT PROBLEMS IN THE STUDY OF POLITICS. This course permits the investigation of significant political problems in considerable depth, and will vary in content according to the interests of the instructor. **Staff. 4**

399—ADVANCED TOPICS IN POLITICAL SCIENCE. A general category used only in the evaluation of transfer credit.

401-402—SEMINAR. Open to juniors and seniors from all departments with the consent of the instructor. Preference will be given to the Political Science majors. **Staff. 4**

Special Topics

361-362—DIRECTED STUDY. Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Written consent. **Staff. 3-4**

363-364—INDEPENDENT STUDY. Written consent. **Staff. 3-4**

451-452—SENIOR RESEARCH. Written consent. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. Written consent. **Staff. 4**

Psychology

Professor Rita Snyder, Chair

Professors Harry Heft, Charles J. Morris, Rita Snyder, Samuel J. Thios; Associate Professors James E. Freeman, Frank L. Hassebrock, Donald G. Tritt, Assistant Professors Sally A. Frutiger, Suzanne C. Page, David P.J. Przybyla, L. Kaye Rasnake; Adjunct Assistant Professor Jeffery W. Pollard

Departmental Guidelines

Some of the major goals of our course offerings in the Department include:

☐ Presenting overviews of contemporary psychology, thus providing students with a sense of what psychologists do;

☐ Stimulating interest and curiosity about human phenomena;

☐ Indicating applications of psychology to personal and social issues. Some examples of these applications concern study techniques and academic performance, the effects of anxiety or stress on performance, the role of prejudice in society, media influences, and conformity;

☐ Developing an understanding of the nature of scientific inquiry and methodology;

☐ Facilitating and encouraging the discovery of connections between psychology and other disciplines. Some examples of the connections include concerns of psychology and philosophy, the psychological questions raised in literature, and psychological assumptions in political and economic theories;

☐ Fostering the formulation of a personally meaningful and sophisticated psychological perspective.

Major in Psychology

Students may select either the B.A. or B.S. degree. **The B.A. in Psychology** requires **36 semester hours** of credit in Psychology. Required courses include:

a. General Psychology (100):

b. Research Methods in Psychology (200);

c. History and Systems of Psychology (410);

d. Two Psychology Research Courses; Research courses must be taken concurrently with their accompanying lecture courses. One research course must be taken from each of the following groups:

GROUP A

(211) Research in Child and Adolescent Development
(221) Research in Social Psychology
(321) Research in Environmental Psychology
(356) Research in Bioclinical Psychology

GROUP B

(311) Research in Psychology of Learning
(331) Research in Cognitive Psychology
(341) Research in Sensation and Perception
(351) Research in Physiological Psychology

Electives from regular offerings in Psychology may be selected to complete the credit hour requirement. Normally, Senior Research (451-452), Individual Work for Honors (461-462) and Directed Studies (361-362) will not be counted toward the 36-hour minimum requirement.

Requirements for the **B. S. degree in Psychology** include the same requirements noted for the B.A. degree **and the following:**

a. An additional Psychology Research Course (A total of **three** Psychology Research Courses, each with its accompanying lecture course, is required — one each from Group A and Group B as required for all Psychology majors and the third selected from either Group A or B);
b. Statistics for Behavior Sciences (370);
c. Mathematical Sciences 101 or 171 (Computer);
d. Senior Seminar in Psychology (420);
e. One-year sequence (two courses which must be in **same** department selected from the following courses in Biology, Chemistry, Mathematical Sciences, or Physics. **NOTE THAT MATHEMATICAL SCIENCES 101 OR 171 DOES NOT COUNT TOWARD MEETING THIS REQUIREMENT**:

Biology: 110, 112, 201, 210, 211, 213, 214, 223, 224, 225, 234, 240, 302, 341;

Chemistry: 121-122, 223-224, 225-226 (or 227-228), 302;

Mathematical Sciences: 123, 124, 131, 172, 222, 231, 271-272;

Physics: 110, 121-122, 123, 220.

Students who wish to be considered for high or highest honors in Psychology must take Senior Research (451-452) and participate in the Senior Research Seminar. Departmental recommendations for honors will be made only if the eligible student has made significant contributions to the department beyond classroom performance.

The flexibility of these requirements places maximum responsibility upon the student to select a course of study most compatible with future goals. For example, Statistics for Behavioral Science is helpful for many upper-level courses and is required for admission into most graduate schools, and either is a prerequisite for or must be taken concurrently with Psychology 451-452 (Senior Research). Also, the Graduate Record Examination is required for students applying to graduate schools, and careful course selection is important to insure appropriate breadth of knowledge. Those contemplating graduate work also should consider courses in the natural sciences, computer programming, and foreign languages as well as opportunities to become involved in research activities in the department (for example, Directed Study, Senior Research, Research Assistant, etc.).

All students are encouraged to work closely with their advisers in developing an appropriate program in the major.

Major in Psychology (Environmental Studies Concentration)

See Environmental Studies, page 76

Minor in Psychology

A minor in Psychology requires a minimum of 26 semester hours of course credit in Psychology. Required courses include:

1. Psychology 100 (4 credit hours)
2. Psychology 200 (4 credit hours)
3. Any one research course with its accompanying lecture (6 credit hours)

Students may select any three electives from regular course offerings in the department to complete the credit hour requirement. Directed studies (Psychology 361-362) normally will not be counted toward the minimum hour requirement.

Course Offerings

100—GENERAL PSYCHOLOGY. A survey of topics in Psychology, with emphasis on the scientific study of human and animal behavior. The course includes the topics of motivation, learning, sensation and perception, personality, individual differences, and abnormal behavior. Lecture, research, demonstration, and outside reading are integrated to study behavior ranging from conditioned reflexes to creative and social behavior. As part of the course experience, students are required to participate as subjects in experiments conducted by the staff and advanced students, or to complete an equivalent assignment. 100 is a prerequisite for all other courses in the department. (Offered each semester.) **Staff. 4**

199—INTRODUCTORY TOPICS IN PSYCHOLOGY. A general category used only in the evaluation of transfer credit.

200—RESEARCH METHODS IN PSYCHOLOGY. An introduction to the principles of psychological research and elementary statistical analysis. 200 is a prerequisite for all research courses. (Offered each semester). **Staff. 4**

202—FIELD EXPERIENCE IN PSYCHOLOGY. This course provides the opportunity to gain practical experience working with various agencies and schools where opportunities have been identified by the instructor. Graded S/U. This course may be taken a maximum of two times for a total of four credit hours with the following stipulations: (1) Only two credit hours will count toward the 36 hour requirement for a Psychology major; (2) If taken twice, the two field settings must be substantially different and approved by instructor in advance. Students are strongly encouraged to make arrangements with their field placement site prior to final registration. For details regarding this procedure, see the course instructor at the time of pre-registration. Consent for enrollment will be given only **after** the completion of all arrangements. **Staff. 2**

210—CHILD AND ADOLESCENT DEVELOPMENT. Psychological development especially during the school years. (Offered each semester.) **Thios. 4**

211—RESEARCH IN CHILD AND ADOLESCENT DEVELOPMENT. Provides the student with research experience on problems of current interest in child and adolescent development. Must be taken concurrently with 210. **Thios. 2**

215—ADULT DEVELOPMENT AND GERONTOLOGY. This course considers the psychological development of adults from young adulthood through old age, including normal and special adult populations. Psychological aspects of adult behavior are examined across different stages of life. The course also considers the psychology of developmental events such as career development, family and community behavior, sex roles, life-long learning, leisure and recreation, stress and coping, and physical illness and death. Implications for social programs or educational interventions with adult populations are examined. **Hassebrock. 4**

220—SOCIAL PSYCHOLOGY. The study of the nature and causes of individual behavior in social situations. Topics covered include attribution theory, social cognition, non-verbal communication, attitude change, prejudice and discrimination, interpersonal attraction, prosocial behavior, aggression, and applications of social psychology to the legal system. **Przybyla. 4**

221—RESEARCH IN SOCIAL PSYCHOLOGY. Provides the student with research experience on problems of current interest in social psychology. Must be taken concurrently with 220. **Przybyla. 2**

230—INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY. This course considers the application of psychological theory and methodology to problems of organizations and the functioning of individuals and groups within organizations. Topics include job analysis and job selection procedures, employee development, leadership and motivation at work, job commitment and satisfaction, organizational change and organizational development. **Przybyla. 4**

240—THEORIES OF PERSONALITY. Covers major theories of personality with intensive study of at least one theory. In Mr. Tritt's section, readings in the phenomenological and self theories of personality are emphasized while class meetings are an opportunity for intensive group discussion. **Tritt. 4**

250—ABNORMAL PSYCHOLOGY. The study of "psychopathology," its development, course and treatment. Emphasizing definitions of abnormality, problems with diagnoses and labeling, and ethical issues. **Rasnake. 4**

260—HUMAN SEXUALITY. A survey of psychological, biological and sociological aspects of sexuality. Topics include prenatal sexual differentiation, sexual anatomy, physiology of sexual response, contraceptive behavior, sexual coercion, sexually transmitted diseases, sexual dysfunction, and cancer and other diseases of the reproductive system. **Przybyla. 4**

299—INTERMEDIATE TOPICS IN PSYCHOLOGY. A general category used only in the evaluation of transfer credit.

300—SEMINARS. Seminars in special areas within Psychology. Content will vary with staff and student interest. Designed for both majors and non-majors. Typically, seminars include lecture/discussion and student presentations. **Staff. 4**

301—SEMINAR: PSYCHOLOGY OF WOMEN. This course reviews psychological research and theories on women. Topics include androgyny, sex bias in psychological research, feminist theory, gender differences and similarities in personality and abilities, lifespan development, problems of adjustment and psychotherapy, sexism in language, women's health, female sexuality, and violence against women (rape and wife battering). **Rasnake. 4**

302—SEMINAR: PSYCHOLOGY OF BLACKS. This course reviews the psychological research that examines racism, prejudice and issues relevant to understanding the behavior of black people. Areas of psychology that will receive special attention include: social, clinical, cognitive, learning, and research methods. **Freeman. 4**

303—SEMINAR: PSYCHOLOGY OF EXCEPTIONAL CHILDREN. This seminar reviews psychological research on children who have physical, intellectual, behavioral, or sensory characteristics that differ from the majority of children to such an extent that they require special instruction and related services in order to develop to their maximum capacity. Topics include intellectual exceptionalities (mental retardation, gifted and highly creative, learning disabilities), children with sensory disabilities (visual and hearing impairments), orthopedic and other physical disabilities, communication disorders, and behavioral and emotional disorders. **Thios. 4**

310—PSYCHOLOGY OF LEARNING: LECTURE. An examination of empirical and theoretical issues in the area of learning and motivation. Major theories of learning are studied and compared. Specific topics include the role and nature of reinforcement, biological constraints on learning, cognitive vs. associative perspectives on learning, methodological issues, and applications to behavior disorders and education. **Freeman, Staff. 4**

311—RESEARCH IN PSYCHOLOGY OF LEARNING. Offers the student actual research experience in a variety of experimental situations. Must be taken concurrently with 310. **Freeman, Staff. 2**

320—ENVIRONMENTAL PSYCHOLOGY: LECTURE. An examination of the relationship between the environment and psychological processes. Topics studied include early environmental experiences and development, environmental stressors such as crowding and noise, territoriality and privacy, environmental aesthetics, cognitive maps and way-finding behavior, effects of institutional size on performance, and attitudes towards the natural environment. **Heft. 4**

321—RESEARCH IN ENVIRONMENTAL PSYCHOLOGY. Provides the student with experience in conducting field research. A variety of approaches are utilized including field experiments and naturalistic observation. Must be taken concurrently with 320. **Heft. 2**

330—COGNITIVE PSYCHOLOGY: LECTURE. This course examines the nature of how people acquire, remember, and use knowledge. Topics covered include memory, attention, imagery, problem solving, decision making, comprehension, artificial intelligence, and applications to learning and instruction. **Hassebrock. 4**

331—RESEARCH IN COGNITIVE PSYCHOLOGY. Provides the student with research experience on problems of current interest in cognitive psychology. Must be taken concurrently with 330. **Hassebrock. 2**

340—SENSATION AND PERCEPTION. The course involves analysis of sensory systems and perceptual processes. Examination of this area will include a consideration of approaches such as psychophysics, signal detection theory, information-processing theory, Gestalt theory, and ecological theory. Topics include sensitivity to light, sound and touch; color perception; depth and shape perception; perceptual illusions; perception of environmental and self-motion; perceptual adaptation; and perceptual learning and development. **Heft, Snyder. 4**

341—RESEARCH IN SENSATION AND PERCEPTION. This course offers experience in conducting research on sensory processes and perception. Students are exposed to different research techniques and investigate problems relating to the various sensory modalities. Must be taken concurrently with 340. **Heft, Snyder. 2**

350—PHYSIOLOGICAL PSYCHOLOGY: LECTURE. Physiological psychology is a survey of biological approaches to the understanding of behavior and other psychological processes. Some topics that will be examined include: neuroanatomy, drugs, stress, sleep, eating and drinking, sexual behavior, emotionality, abnormal behavior, learning and memory. This course emphasizes the roles played by the nervous system and hormones in the behaviors examined. **Frutiger. 4**

351—RESEARCH IN PHYSIOLOGICAL PSYCHOLOGY. The research course emphasizes the techniques and research designs commonly used to investigate the biological basis of behavior in animals and humans. Must be taken concurrently with 350, or by consent. **Frutiger. 2**

355—BIOCLINICAL PSYCHOLOGY: LECTURE. This course will cover findings, research methodologies, and theories in the emerging field of clinical health psychology and behavioral medicine. We will study the reciprocal interaction of biological, social, environmental and psychological factors, which together influence the maintenance of health, the onset and course of illness, and the impact of treatment. During the semester, we will study the role of situational, cognitive, phenomenological, behavioral, and personality factors in the etiology, prevention, and treatment of a range of health problems including hypertension, pain, headache, stress, coronary heart disease, asthma, ulcers. In so doing, we will consider psychophysiological factors in the functioning of the central nervous system, autonomic nervous system, immune system, and endocrine system. In our study of health and illness, we will draw upon such topics as models of learning, phenomenological conceptions of illness and wellness, control and learned helplessness, sick role behavior, autonomic response specificity, self-management, coping styles, anxiety, depression, hypnosis, relaxation, autogenic training, and biofeedback. **Tritt. 4**

356—RESEARCH IN BIOCLINICAL PSYCHOLOGY. This research course will focus on methods and techniques used in research in clinical health psychology, behavioral medicine, and psychophysiology. There will be an opportunity to measure and monitor the effects of a range of psychological factors upon human physiology. Data collection will be by a variety of instruments including computer-interfaced physiomonitoring devices. There will be experience in designing and executing experiments in these areas, quantitively evaluating results, and communicating the product of research efforts in the standard American Psychological Association format used in published research. **Tritt. 2**

360—INTRODUCTION TO CLINICAL PSYCHOLOGY. A study of assessment, intervention, and evaluation strategies within the field of clinical psychology. Topics include clinical interview, psychological testing, consultation and education, crisis intervention, and therapy evaluation. The relationship between theory and practice will be considered from a variety of perspectives including psychoanalytic, behavioral, humanistic, and family systems. (Not offered 1991-92.) **Rasnake. 4**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3-4**

370—STATISTICS FOR BEHAVIORAL SCIENCES. An introduction to techniques of measurements. Special emphasis is placed on sampling theory, tests of significance, analysis of variance, regression, and using SPSS-X for analysis. Not open to those with credit in Mathematical Sciences 102.
Freeman, Snyder. 4

380—BEHAVIOR GENETICS. The role of nature and nurture in behavioral development. Topics include intelligence, personality, schizophrenia, depression, alcoholism, and other behavioral traits. (Not offered 1991-92.) **Morris. 4**

390—HUMANISTIC AND EXISTENTIAL PSYCHOLOGY. This course provides for an examination and inquiry into Humanistic and Existential thought as they pertain to an understanding of complex human experiencing and behavior. As participants in the course each student will be expected to explore the workings of the concepts in themselves and assist others in this effort. Readings will be discussed with implications for psychological theory, research, education, and the helping professions. (Not offered 1991-92.) **Tritt. 4**

399—ADVANCED TOPICS IN PSYCHOLOGY. A general category used only in the evaluation of transfer credit.

410—HISTORY AND SYSTEMS OF PSYCHOLOGY. This course examines major issues in psychology as they have been addressed throughout its history, from the writings of the Greek philosophers to twentieth century theories and experimental investigations. These issues include mind-body relations, processes of knowledge acquisition such as perception and learning, characteristics of human motivation and personality, and the nature of thought and memory. The philosophy of scientific inquiry in relation to the field of psychology is also considered. **Heft, Rasnake. 4**

420—SENIOR SEMINAR. The seminar will focus upon major perspectives and fundamental issues within the discipline, the goal being to encourage students to develop an integrated framework from which to investigate and analyze psychological events. A second purpose is to provide breadth in the student's knowledge of major theories and concepts in the discipline. **Staff. 4**

451-452—SENIOR RESEARCH. Either must have taken or be taking concurrently Psychology 370.
Staff. 4

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Religion

Professor David O. Woodyard, Chair

Professor David O. Woodyard; Associate Professors John L. Jackson, Joan M. Novak; Assistant Professors Patricia Y. Mumme, Harold van Broekhoven; Visiting Lecturer Jewish Studies Scholar, to be appointed

Departmental Guidelines

Religion is an essential part of humanistic studies in a liberal arts education. The study of religion is one way to establish a view of reality, and more specifically a view of the meaning of human existence as individuals and as social beings in relation to ultimate reality.

The goals of the Department are to familiarize the student with the nature of religion, to give him or her an understanding of both Western and non-Western religious traditions, to help the student develop critical and analytical skills for examining the various religious systems offered in a pluralistic society, and to examine his or her own religious perceptions.

A Major in Religion

The major in religion seeks to give the student a focus which will enable him or her to integrate the study of a variety of fields into a cohesive world view. The courses for the achievement of these objectives will be chosen in consultation with the staff.

Nine courses are required for the major, including the Senior Seminar or its equivalent. Most courses in the department fall within four divisions. Majors are required to select courses from each division as follows:

Religious Studies (2 courses): 202, 204, 210, 213, 217, 229, S/A 317, 324, 340B
Biblical Studies (1 course): 211, 212, 308, 309
Non-Western Studies (1 course): 214, 215, 216
Theological Studies (2 courses): 201, 224, 228, 301, 319, ID 392

A Minor in Religion

Each student who aspires to a minor in the academic study of religion develops his/her selection of courses in consultation with the chairperson. Any minor at Denison requires structure, and the Department **strongly recommends** that students fulfill the requirement of six courses by taking Religion 201 (The Reality of God), Religion 211 or 212 (Introduction to Old or New Testament), Religion 215 (Hinduism and Buddhism) or Religion 216 (Religions of China and Japan), Religion 224 (Christian Ethics), plus an elective. The Senior Seminar or its equivalent is one of the six courses required for the minor.

Course Offerings

101—INTRODUCTION TO THEOLOGY. Theology is an attempt to understand ourselves and our world in relation to transcendent reality. It is simultaneously an attempt to state persuasively the claims of faith in relation to the controlling experiences of an era. The course will focus upon the phenomenon of faith, Protestant and Catholic versions of Christianity, the relation of God and the world, and the viability of religious truth claims. **Woodyard. 4**

102—ETHICS, SOCIETY AND THE MORAL SELF. An introductory course which explores contemporary moral dilemmas in light of religious ethical alternatives. A variety of moral approaches will be compared. Practical applications will vary but usually include dilemmas related to sexuality, economic justice, racism and sexism, and the use of violence. **Novak. 4**

103—WORLD RELIGIONS. An introductory study of major systems of religion practiced today. The course examines tribal religions, the major Western religions (Judaism, Christianity and Islam), and the major Eastern religions (Hinduism, Buddhism and Chinese religions); each religious system is explored in terms of its development, its contemporary teaching and practice, and its relation to culture. **Mumme. 4**

199—INTRODUCTORY TOPICS IN RELIGION. A general category used only in the evaluation of transfer credit.

201—THE REALITY OF GOD. An introductory study on the problem of God. The course will consider the nature of God, the possibility of knowing God, the relation between our knowledge of ourselves and the knowledge of God, God's relation to the world, and the function of experience in affirming the divine. Readings will include contemporary theologies and their antecedents. **Woodyard. 4**

202—JEWISH STUDIES. The course is an inquiry into the nature of Judaism. The emphasis will be on the development of Rabbinic Judaism during the first half of the first millennium: Theology, History, Rabbinic Literature, Holy Day, and life cycle observances. **Staff. 3**

204—SCIENCE AND RELIGION. This course examines science and religion as social institutions and systems of knowledge, comparing the kinds of language they use, their methods of discovery/creating knowledge, and the ways they evaluate truth-claims. Selected topics will examine religious responses to specific historical developments in science and philosophy, such as the Copernican revolution, evolution and creation science, social Darwinism, positivism, psychological determinism, and modern physics. This study will provide a basis for determining what has been and ought to be the relationship between science and religion. **Novak/Mumme. 4**

210—THE NATURE OF RELIGION. The subject matter of the course will be the phenomenology of religion which is a study of the common structural elements of all religions. The various manifestations of the Sacred, seen in all religions as the transcendent ground of reality and truth, will be considered as a way of understanding religions as well as having a bearing upon the human understanding of self and the world. (Not offered 1991-92.) **Staff. 4**

211—INTRODUCTION TO THE OLD TESTAMENT. This course introduces the history of Israel and Early Judaism as well as the literary character, the religious phenomena and the theological themes of the Hebrew Bible (or Old Testament). **Van Broekhoven. 4**

212—INTRODUCTION TO THE NEW TESTAMENT. This course introduces the main areas of New Testament studies: the history, culture, and religious background of the New Testament community; the characteristics, religious phenomena and theological themes of the New Testament writings, and the history of the development of thought during the early centuries of the church, leading to the council of Nicaea. **Van Broekhoven. 4**

213—HISTORY OF CHRISTIAN THOUGHT. A survey of the development of Christian teachings from the early Middle Ages to the 19th Century. The origin and development of the principal doctrines of the church, the changing concepts of the church, and its approach to human problems are studied. **Van Broekhoven. 4**

214—THE SELF: EAST AND WEST. This course investigates the nature and psychological significance of transcendent or mystical experiences and how they have affected views of the self in Eastern and Western religious traditions. **Mumme. 4**

215—HINDUISM AND BUDDHISM. A historical survey of how the beliefs and practices of the major religious traditions of the Indian subcontinent and Southeast Asia developed. Reading selections will be included from classical texts and modern interpreters. **Mumme. 4**

216—RELIGIONS OF CHINA AND JAPAN. This course explores the basic teachings and historical development of the most influential religious traditions and schools of thought in East Asia, including Confucianism, Taoism, Buddhism, and Shinto. Attention is given to classical texts, popular practice and the recent impact of Western culture on East Asian religion. **Mumme. 4**

217—SECTS AND CULTS. A study of religious cults, sects, and movements in America. The course will investigate both Western and Oriental religious movements. Western movements would include charismatic, adventist and legalistic sects within Christianity. Oriental movements would include cults of Hindu, Buddhist, and Islamic origins. The study would deal with the theology and practices of the groups, and with problems of the relationship of these religions to society. **Jackson. 4**

224—CHRISTIAN ETHICS. An inquiry into the lifestyles based on biblical presuppositions and theological convictions. The course deals with both theory and practice. Issues in theory include: the nature of love and justice, the dialogic character of human existence and whether rules have a place in Christian ethics. Practical applications vary, but usually include issues related to economic justice, medical ethics, and the use of violence. **Novak. 4**

228—BLACK RELIGION AND BLACK THEOLOGY. An introductory course in the study of Black religion and Black theology. It is an interdisciplinary examination of the various aspects and expressions of Black religion, including religious sects, the Black Muslims, mutual aid societies, etc., for the purpose of extracting and validating the data and norm of Black theology. The sociological and theological issues surrounding the construction and analysis of the norm for Black theology will be critically discussed. **Jackson. 4**

229—WOMEN AND WESTERN RELIGION. An introductory course analyzing the historical experiences of women within Western religion as related to race and class. The course asks whether the Bible and Western theological systems have supported male dominance and/or provided opportunities for female growth and freedom. A variety of views will be considered, including feminists who attack Christianity as essentially sexist and those who claim true Christians should embrace feminism. **Novak. 4**

299—INTERMEDIATE TOPICS IN RELIGION. A general category used only in the evaluation of transfer credit.

301—A MAJOR THEOLOGIAN. An advanced course focusing upon a theologian whose impact has been pervasive in the development of theology, e.g. Martin Luther, Saint Augustine, Friedrich Schleirmacher, Paul Tillich, Soren Kierkegaard, Karl Barth, Emil Brunner, Jurgen Moltmann. (Not offered 1991-92.)
Staff. 4

308—NEW TESTAMENT STUDIES. This seminar will examine in depth either a text or group of texts or a theme that is important in the New Testament. **Van Broekhoven. 4**

309—OLD TESTAMENT STUDIES. This seminar will concentrate on either a text or group of texts or a theme that is important in the Hebrew Bible (or Old Testament). **Van Broekhoven. 4**

317—RELIGION AND SOCIETY. (Same as Sociology/Anthropology 217) This course investigates the relationships between religion and society and the social dimension of religious truth-claims. The central theme entails a cross-cultural study of religious influences on both social stability and change or revolution. In exploring this tension between religion and existing socioeconomic and political orders, we will consider such examples as religious movements, civil religion, and liberation theology. Prerequisite: Consent. (Not offered 1991-92.) **Woodyard. 4**

319—THE HUMAN CONDITION: ECONOMIC FACTORS AND THEOLOGICAL PERSPECTIVES. Exploration of the interfaces between theological claims and economic policies. The focus will be on the impact of theology upon societal values and of societal values upon economic institutions. Of special concern will be the ways in which outmoded societal values are sustained in the form of economic institutions which may oppress a minority or even a majority in a society. The context of the study will include both the Third World and the United States. (Not offered 1991-92.) **Woodyard/King. 4**

324—RELIGION AND PSYCHOLOGY. An exploration of the religious phenomenon from the perspective of psychology. In reading works by C.G. Jung, Sigmund Freud, Erich Fromm, and others, attention will be given to the operative understanding of religion and the appropriateness of their methodology to the subject matter. Analyses will be made of psychological and theological statements on a common religious theme. Some attention will be given to efforts at correlating the two disciplines. (Not offered 1991-92.)
Woodyard. 4

331—INDIVIDUALISM IN U.S. SOCIETY. (See (S/A 331) **Maynard, Woodyard. 4**

340—SEMINAR. **Staff. 4**

350—SENIOR SEMINAR. The seminar will focus upon comparing methodological approaches and exploring fundamental issues within the discipline, with the goal of helping senior students critically reflect upon how religious phenomena are analyzed and investigated. The seminar is required for all majors and minors; specific topics and format will vary from year to year. **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3**

392—ETHICAL DECISIONS IN MEDICINE. (See I.D. 392) **Stukus, Novak. 4**

399—ADVANCED TOPICS IN RELIGION. A general category used only in the evaluation of transfer credit.

451-452—DIRECTED RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Sociology/Anthropology

Associate Professor Kent Maynard, Chair

Professor Bahram Tavakolian; Associate Professors Leonard H. Jordan, Jr., Kent Maynard; Assistant Professors Susan Diduk, Matthew Maher, Bhavani Sitaraman

Departmental Guidelines

Major in Sociology/Anthropology

The major in Sociology/Anthropology is designed to meet the educational needs of three kinds of students: (1) those whose interests are primarily in a liberal education and who wish to use the disciplines to understand sociocultural institutions and sociocultural changes as well as to gain insight into cross-cultural patterns; (2) those who wish to use sociology/anthropology as a background for certain occupations such as law, social work, business, public service, or other human service careers; (3) those who expect to pursue graduate study in sociology or anthropology, leading to a teaching, administrative, or research career. Off-campus experiences are available for students to supplement traditional course offerings.

A major in sociology/anthropology must complete nine courses within the department. Five of those courses comprise a core curriculum including S/A 100, 200, 250, 316, and 420/421. The other four courses must be selected from among the following categories: Studies of the Individual in Culture and Society; Studies of Sociocultural Institutions; Studies of Social Structure and Inequality; and Studies of Sociocultural Change. Students must select at least one course from each category. At least two elective courses must be at the 300 level.

Minor in Sociology/Anthropology

Completion of a minor in sociology/anthropology requires a student to complete S/A 100, 200, either S/A 316 or 250 and additional courses from three different categories of electives for a total minimum of 24 credits. At least one elective course must be at the 300 level. These additional credits must be identified through consultation with departmental faculty and designed to fulfill integrative curricular objectives.

Major in Sociology/Anthropology (Environmental Studies Minor), see Environmental Studies Minor, page 76

Course Offerings

100—PEOPLE, CULTURE, AND SOCIETY. An examination of fundamental questions concerning the nature and foundations of sociocultural behavior. Attempts to show how a sociocultural approach addresses these questions in an integrated framework. Basic paradigms and implications of this approach are evaluated in terms of their utility for understanding human nature and hominid evolution, the nature of social and cultural patterns, the sources of inequality and the enormity of recent social change. This course satisfies the Social Inquiry requirement. No prerequisite. **Staff. 4**

199—INTRODUCTORY TOPICS IN SOCIOLOGY/ANTHROPOLOGY. A general category used only in the evaluation of transfer credit.

200—THE DEVELOPMENT OF SOCIAL THOUGHT. An investigation of the classical foundations of social thought and sociocultural theory in sociology/anthropology. The course will concentrate on the original works of such authors as Marx, Weber, Durkheim, Martineau, DuBois and other significant authors of the nineteenth and early-twentieth centuries. This course is required of all majors and minors in sociology/anthropology. Prerequisite: 100 or 150 or consent. This course satisfies the Critical Inquiry requirement.
Tavakolian, Maynard. 4

210—SEXUAL INEQUALITY. This course compares and evaluates a variety of theories which attempt to explain the origins, persistence and effects of sexual inequality in American society. In particular, it explores a number of settings: the family, the work place, the political arena, religious activity, violence against women, and face-to-face interactional contexts. Special attention is given to the study of the intervening variables of race and class. Although its primary focus is American society, the course compares problems of sexual inequality in American society with other, quite different, societies in order to gain a comparative understanding of how discrimination, prejudice, and structural inequality, wherever they are found, create special problems for women. Throughout, the focus is on learning to use structural, historical, and theoretical information as guides to understanding social change and the choices facing women and men in this decade. This course satisfies the Minority/Women's Studies requirement and has no prerequisite.
Sitaraman, Staff. 4

212—MINORITY RELATIONS. Focuses on the nature of racial and ethnic prejudice and discrimination. The course considers the structures and personal consequences of such inequality, as well as various theoretical explanations for its existence. A wide variety of ethnic and racial groups will be surveyed, with special attention to major groups such as African Americans, Chicanos and Native Americans. We will consider barriers of discrimination as well as the responses and goals of minority groups in confronting such discrimination. Though the course focuses on the contemporary United States, we include both historical and crosscultural dimensions of the issue. This course satisfies the Minority/Women's Studies requirement and has no prerequisite.
Maher. 4

214—AMERICAN SOCIETY. An introduction to American society and contemporary social problems. What is the nature of our society and how does it differ from others? How have major economic and political trends, and/or cultural ideas and values shaped our characteristics as a society? The course will focus on a number of social problems, such as alienation, poverty, crime, child abuse, environmental pollution and bureaucratic inefficiency. Students will learn not only the character of such problems, but grapple with different explanatory theories and alternative models which propose solutions. This course satisfies the American Social Institutions requirement. No prerequisite.
Maynard. 4

217—RELIGION AND SOCIETY. This course investigates the relationships between religion and society, and the social dimension of religious truth-claims. The central theme entails a cross-cultural study of religious influences on both social stability and change or revolution. In exploring this tension between religion and existing socioeconomic and political orders, we will consider such examples as religious movements, civil religion, and liberation theology. No prerequisite. (Not offered 1991-92.)
Maynard and Woodyard. 4

224—HUMAN ORIGINS AND PREHISTORY. This course examines the topics of human origins, human nature, evolution, and prehistory, emphasizing the interplay between biological and sociocultural aspects of human life. Readings will draw from accounts of primate social behavior, hominid evolution, and archaeology to investigate the foundations of our uniquely human form of adaptation through culture. No prerequisite. (Not offered 1991-92.)
Staff. 4

235—COMPARATIVE THERAPEUTIC SYSTEMS. The course examines the sociocultural bases of both Western and non-Western medical and psychiatric systems. It focuses especially on different cultural assumptions about the nature and causes of illness and the institutional arrangements for the care of patients. The course will consider a variety of social scientific theoretical perspectives on the relationship between illness, medicine, and society. It will assess the degree to which non-Western medical systems may be compatible with and/or of benefit to Western medicine and psychiatry. No prerequisites. This course satisfies the Non-Western studies requirement.
Maynard. 4

242—DEVIANCE AND SOCIAL CONTROL. This course will explore the structures and processes by which conceptions of deviance are formed and reactions to deviance are developed and maintained. By looking at deviance from a cross-cultural perspective and with a recognition of the links between private events and public processes, we will address the connections between deviance and the political, economic, informational, and legal systems in society. No prerequisite. (Not offered 1991-92.)
Tavakolian. 4

244—ENVIRONMENT, TECHNOLOGY, AND SOCIETY. Human social systems are material systems and in order for them to survive they must locate,transform and utilize energy from the environment through technological and ecological adaptations. This process, however, is not without costs to the environment. In fact, the air we breathe, the water we drink, the land we use, the biological niches we inhabit and other aspects of the environment have been seriously threatened. This course is designed to raise questions and generate sociocultural explanations of the causes as well as the consequences of these environmental problems. In doing so, we will investigate the intricate relationships which exist between the world of nature, human technological adaptation, and the decisions which humans make about the kind of world which they wish to inhabit. This course serves as one of the elective courses for the Environmental Studies Minor and has no prerequisite. **Jordan. 4**

250—SOCIOCULTURAL METHODS. This course provides experience in the design and implementation of sociocultural research. In addition to current techniques of collecting, analyzing, interpreting, and reporting data, we will examine the epistemological issues that underlie social research, the ethical questions involved in research, and the assumptions on which various research strategies are based. Students will be involved in actual research experiences which allow them to apply the information of the course. Required of majors. Prerequisite: 100 or 150 or consent. **Maher. 4**

299—INTERMEDIATE TOPICS IN SOCIOLOGY/ANTHROPOLOGY. A general category used only in the evaluation of transfer credit.

311—LAW, CRIME AND SOCIETY. This course will examine legal systems in cross-cultural and historical perspective, with an emphasis on American society. We will especially focus on criminal behavior and societal reactions to it, alternative theories of law and criminal behavior, and the legal and criminal justice systems. Prerequisite: 100 or 150 or consent. **Sitaraman. 4**

313—MARRIAGE AND THE FAMILY IN SOCIETY. What is the shape of the American family in the 1990s? In the midst of high divorce rates and changing roles for women and men, what is the family's future? This course will consider these questions by examining the contemporary American family in historical and cross-cultural perspective. It will especially focus on the family as one important institution that organizes the roles of women and men in society. Topics covered will include: the nature of families — upper-, middle-, and working class, black and white; partner selection and the place of love; marital and extra-marital sex; work roles and family roles; parents and children; family violence, divorce and remarriage. This course satisfies the Minority/Women's Studies requirement. Prerequisite: 100 or 150 or consent. **Sitaraman. 4**

315—WORK IN SOCIETY. A study of the rise, organization and social impact of big business, and of the changing organization and nature of work in contemporary industrial society. Prerequisite: 100 or 150, or consent. (Not offered 1991-92.) **Staff. 4**

316—CONTEMPORARY SOCIOCULTURAL THEORY. Analyses of central theoretical questions in sociology/anthropology. Historical developments and major paradigms within the two disciplines are explored. The process of theory construction is examined and a critical perspective developed. Prerequisite 100 or 150 and 200. Required of majors. **Staff. 4**

319—INDIAN SOCIETIES OF LATIN AMERICA. Ethnography of Native Americans south of the Rio Grande, with special emphasis on cultural contact, domination, and persistence. The wide variety of adaptations to the environment, and institutional arrangements of economics, politics, kinship, and religion will also be explored. Ethnographic case studies will be utilized in order to assess the impact of cultural domination on indigenous societies and their attempt to maintain a traditional way of life. Prerequisite: 100 or 150 or consent. This course satisfies the Non-Western Studies requirement. (Not offered 1991-92.) **Maynard. 4**

320—PEOPLES AND CULTURES OF SUB-SAHARAN AFRICA. The course is an examination of the historical, ethnic and cultural diversity of sub-Saharan African societies. It considers questions of economic development, urbanization, agricultural production and the role of the contemporary African state upon rural polities. This course also examines African systems of thought within the context of ritual. Prerequisite: 100 or 150 or consent. (Not offered 1991-92.) **Staff. 4**

321—WOMEN IN DEVELOPING SOCIETIES. The focus of this course will be on two interrelated issues: 1) the impact of socioeconomic change on the roles and life-experiences of women in developing societies, and 2) the social and economic contributions of women within the development process. By adopting a cross-cultural perspective, we intend to investigate how and why global patterns of socioeconomic change have had markedly different effects on the lives of women in diverse regions of the world. A further consideration dependent upon our cross-cultural approach will be an evaluation of the appropriateness of Western-style change, including feminist orientations toward women's liberation, within Third World contexts. Prerequisite: 100 or 150 or consent. (Not offered 1991-92.) **Tavakolian. 4**

323—PEOPLES AND CULTURES OF THE MIDDLE EAST. The focus of this course is an examination of the ecological, historical, and sociocultural diversity of peoples of the Middle East (from North Africa to Afghanistan). In addition to the study of ecological adaptation, social structure, and ideology in traditional village and nomadic communities, we will examine the effects of urbanization, economic development, and nation-building on contemporary populations of the Middle East. Prerequisite: 100 or 150 or consent. This course satisfies the Non-Western Studies requirement. (Not offered 1991-92.) **Tavakolian. 4**

325—THE CHALLENGE OF MODERN CHINA. Since the establishment of the People's Republic of China in 1949, the Chinese people and their government have been carrying out an experiment in economic and social reorganization on a vast scale. Both their successes and failures are opportunities for us to gain a better understanding of social processes. This course is intended to cover post-1949 China in the context of that society's recent history (1850-1949). There will be a general focus on the political economy — as expressed in economic organization and political structures — and on the dominant ideology of the society. Special attention will be given to rural and urban political and economic structures, the organization of work, the role of the family in society, the status of women, and recent moves to integrate China into the international market system. Prerequisite: 100 or 150 or consent. This course satisfies the Non-Western Studies requirement. **Jordan. 4**

331—CULTURE, SOCIETY, AND THE INDIVIDUAL. An examination of the relationship between individuals, their society, and culture. The impact of society and culture on individual behavior, personality development, and modes of thought will be investigated in detail. Both Western and cross-cultural examples will be used to assess different models of social determinism and the cultural impact of human decisions and action. Prerequisite: 100 or 150 or consent. (Not offered 1991-92.) **Maher. 4**

333—CAUSES AND CONSEQUENCES OF CHANGE: POVERTY AND ENVIRONMENTAL ISSUES IN THE THIRD WORLD. The purpose of this course is to study the relationship between poverty in the third world and the degradation and pollution of the world environment. It will take a close look at how the third world's dependency position in the world political economy creates a "poverty environment" which uproots peasants from subsistence farming, increases migration to urban environments, forces peasants to exploit marginal land and rain forests, creates excessive demands on urban resources such as water, air and land, and in the process, adds to the increasing problems of pollution begun by industrial processes unhampered by safety laws and regulatory controls. Prerequisite: 100 or 150 or consent. **Jordan. 4**

336—THE CROSS-CULTURAL STUDY OF ART. The course will explore aesthetic production from a cross-cultural perspective looking predominantly at non-industrial societies. In doing so, it looks at the role of the artist, the public, and artistic production, in cultural contexts as varied as the Walbiri of Australia, the Guro of Ivory Coast, the Ashanti of Ghana and the Balinese of the island of Bali. It considers how societies define the aesthetic in cultural life. Theories proposed by anthropologists and sociologists on the function and significance of art are compared. The role of ritual, conceptions of time, and processes of symbolic construction will be examined. Given anthropology's and sociology's concern with cross-cultural patterns, the latter three weeks of the course will compare art in non-industrial societies with contemporary Western art movements. Prerequisite: 100 or 150 or consent. This course satisfies the Non-Western Studies requirement. **Staff. 4**

338—POPULAR IDEOLOGY AND MASS CULTURE. This course will develop an understanding of the sociocultural production of meaning and its implications for both the individual and society. While different renditions of the course may make use of distinct vehicles of popular culture, e.g., novels, comic books, film, television, or music, a central objective will remain how such forms of popular culture function in society. The texts or discourses produced by the agencies which dominate the dissemination of mass culture are ideological artifacts which contain within them the elements of cultural myth. Collectively these elements are interpreted and applied in socially meaningful ways on a daily basis. We will emphasize how such symbolic constructions and the institutions which organize them, both articulate the ideological underpinnings of society as well as provide a basis for their critique. Prerequisite: 100 or 150 or consent. **Maher. 4**

340—SOCIAL REVOLUTIONS OF THE TWENTIETH CENTURY: WAR AND REVOLUTION IN THE MIDDLE EAST This course examines the causes and consequences of a series of revolutionary movements and military conflicts in the Middle East since World War II. Among the events we will consider are the Algerian and Iranian revolutions, the Lebanese and Afghan civil wars, the relationship between Israeli-Arab and Iran-Iraq conflicts and the Gulf War. In each case we will investigate the socioeconomic and political factors that contributed to the conflagration and the continuing domestic and geopolitical problems left in the aftermath. Prerequisite: 100 or 150 or consent. **Tavakolian. 4**

345-346—SPECIAL PROBLEMS. Special offerings will be made from time to time in topics not covered in regular courses. (Examples: Literature and Society; War and Peace; Education in Society; Urbanization and Urban Culture; Prospects for the Future of Afghanistan.) Prerequisite: consent. **Staff. 4**

347—POWER IN SOCIETY: FILM AS IDEOLOGY. This course examines the relationship between the distribution of power in society and the production of a dominant or hegemonic ideology. Contemporary American films will be analyzed in order to ascertain the extent to which they mirror and reproduce the dominant ideology. Specifically, we will examine: 1) the power of film to contribute to the reproduction of social inequality through the replication of cultural stereotypes and political-economic mythology; and 2) the depiction of power relations and the "powerful" in film. We will become more actively engaged in the latter as we discuss a number of theoretical perspectives on the nature of power relations in the U.S. Prerequisite: 100 or 150 or consent. (Not offered 1991-92.) **Maher. 4**

361-362—DIRECTED STUDY. Credit earned will be determined by departmental evaluation. **Staff. 1-4**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN SOCIOLOGY/ANTHROPOLOGY. A general category used only in the evaluation of transfer credit.

420-421—SENIOR RESEARCH SEMINAR. An integrative course designed to be a culmination of the student's work in the major. This is a TWO-SEMESTER course which focuses on the design and completion of a year-long research project for all senior majors. This provides the basis for then reflecting about the nature and importance of sociology/anthropology as a discipline and in relation to our role as researchers and citizens. Required of senior majors. **Tavakolian. 2/semester**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Theatre and Cinema

Professor Jon R. Farris, Chair

Professors Jon R. Farris, R. Elliott Stout; Assistant Professors David Bussan, Ralf E. Remshardt, Kathryn Rohe, Van M. Tinkham

Departmental Guidelines

The majors in theatre and cinema are designed to aid the serious student to develop his or her artistic and intellectual potential, to cultivate discipline of thought and craft, and to foster the creative imagination.

The goals of the majors in theatre and cinema are twofold: first, to provide students with a working knowledge of the fundamental principles of each of the several arts of the theatre and cinema, with practical application of those principles in stage and cinema production; and second, to develop analytical skill, facility in problem-solving, historical perspective, and appreciation of aesthetic form.

The programs in theatre and cinema aim to develop the skills of thoughtful inquiry, informed judgment, and imaginative response that are fundamental to the rewarding pursuit of any profession. In addition, these programs aim to provide a sound basis for further work and study in the performing arts.

Required Courses for Majors in Theatre—B.A. and B.F.A.

B.A. Degree: 40 credits minimum

109—Introduction to the Theatre	(4 credits)
123—Acting I	(3 credits)
144—Technical Theatre I	(3 credits)
201—The Development of Dramatic Art	(4 credits)
203—History of World Theatre	(4 credits)
240—Costuming	(3 credits)
333, 334, 335—Theatre Workshop	(4 credits)
404—Drama Seminar (or approved alternative)	(3 credits)
426—Theory of the Theatre	(3 credits)
Electives within the Department	(9 credits)

B.F.A. Degree: 52 credits minimum: Performance Emphasis
53 credits minimum: Design/Tech Emphasis

Note: In addition to the General Education requirements specified on page 6 for the B.F.A. degree, candidates for the B.F.A. degree in Theatre must complete the foreign language requirement (3 semesters or equivalent).

109—Introduction to the Theatre	(4 credits)
123—Acting I	(3 credits)
144—Technical Theatre I	(3 credits)
201—The Development of Dramatic Art	(4 credits)
203—History of World Theatre	(4 credits)
240—Costuming	(3 credits)
333, 334, 335—Theatre Workshop	(8 credits)
404—Drama Seminar (or approved alternative)	(3 credits)
415—Play Direction	(3 credits)

In addition, B.F.A. candidates will complete one of the following sequences:

Performance Emphasis:

224—Acting II	(3 credits)
290—Voice for the Actor	(2 credits)
331—Acting III	(3 credits)
424—Acting IV	(3 credits)
DANCE: Modern and/or Ballet	(4-8 credits)
VOICE: Selected from Music 108 (private lessons), Music 161-162 (voice class), or Communication 330 (Voice and Diction)	(2-3 credits)

Design/Technical Emphasis

245—Lighting	(3 credits)
340—Scene Design	(3 credits)
345—Technical Theatre II	(3 credits)
347—Costume Design	(3 credits)
401—Theatre Practicum: a, d, e, or f	(6 credits)

Required Courses for Major in Cinema

B.A. Degree: 30 credits minimum

104—World Cinema	(4 credits)
109—Introduction to the Theatre	(4 credits)
or	
201—The Development of Dramatic Art	(4 credits)
219—Elementary Cinema Production	(4 credits)
326—History of Cinema	(4 credits)
410—Advanced Cinema Production	(4 credits)
412—Theory of Cinema	(4 credits)
Electives within the Department	(6 credits)

Required Courses for Minor in Theatre: 19 credits minimum

109—Introduction to the Theatre	(4 credits)
201—The Development of Dramatic Art	(4 credits)
333, 334, 335—Theatre Workshop	(1 credit)
426—Theory of the Theatre (3 credits)	
Theatre History Course (e.g. 203, 324, 325)	(4 credits)
Fundamental Hands-on Course (e.g. 123, 144, 240, 243, 245, 340)	(3 credits)

Required Courses for Minor in Cinema: 20 credits minimum

104—World Cinema	(4 credits)
219—Elementary Cinema Production	(4 credits)
326—History of Cinema	(4 credits)
410—Advanced Cinema Production	(4 credits)
412—Theory of Cinema	(4 credits)

Course Offerings

104—WORLD CINEMA. An introductory study of the dominant theatrical medium of the 20th century. Critical analysis of narrative, documentary, animation, and experimental cinema. An introduction to basic scholarly and evaluative approaches to film and video art. Screenings, readings, and critical papers. Offered once per year. No prerequisites. Required of Cinema majors. **Stout. 4**

109—INTRODUCTION TO THE THEATRE. A study of the fundamental aesthetic principles of the theatre, examining the artistry of playwright, actor, director, and designer through theory and practice. Work on productions is included as lab requirement. **Tinkham, Staff. 4**

121—ELEMENTARY ACTING. The student is introduced to exercises designed to free the imagination through improvisation and theatre games as well as various psychodramatic techniques. In addition, the basic skills of physical and vocal technique are explored through scene work. Designed for the non-major and the major with limited interest in performance. Fulfills Oral Communication requirement. **Staff. 3**

123—ACTING I: VOICE AND MOVEMENT. An integrated approach to free, develop, and strengthen the voice and the body of the performer. Special attention is given to improvisation, and the discovery of action implied by dialogue in a play script. Fulfills Oral Communication requirement. The beginning course for majors interested in performance. **Farris, Staff. 3**

143—MAKE-UP. Make-up for the performer and designer, with an emphasis on facial structure, sculptural, character, fantastic, and special make-up. **Rohe. 2**

144—TECHNICAL THEATRE I. Lecture and laboratory. Introduction to basic stagecraft, lighting equipment, and construction techniques. Work on productions is part of the laboratory experience. **Tinkham, Staff. 3**

199—INTRODUCTORY TOPICS IN THEATRE AND CINEMA. A general category used only in the evaluation of transfer credit.

201—THE DEVELOPMENT OF DRAMATIC ART. A study of the historical development of the drama from classical to modern times. Emphasis is given to the comparison of differing dramatic forms. Fulfills Textual Inquiry requirement. **Farris, Staff. 4**

203—HISTORY OF WORLD THEATRE. A survey of the theatrical culture of western civilization. Topics of investigation include classical Greek drama, Roman spectacle, medieval religious and secular theatre, *commedia dell'arte*, Renaissance and baroque pageantry, classical and romantic opera and ballet, 19th century melodrama and poetic spectacle, the rise of realism and naturalism; and revolutionary movements in the 20th century theatre. The approach is a documentary one, concentrating on the reconstruction of performance practices through use of primary evidence, both textual and pictorial. Fulfills Western Studies requirement. **Stout. 4**

219—ELEMENTARY CINEMA PRODUCTION. An introductory course exploring the nature of the cinematic medium from the point of view of production and technique, with an emphasis upon cinema as an aesthetic form. Each student will complete a series of film projects in 16mm format. Some attention will be paid to video production. The student will be required to share in the expenses involved in his or her film production. Required of cinema majors. No prerequisites. **Bussan. 4**

224—ACTING II: CHARACTERIZATION. A scene study class, the primary purpose of which is the application of skills learned in Acting I, with emphasis on creating character through action, given circumstances, and character relationships. **Staff. 3**

225—CONTEMPORARY THEATRE. Attendance at productions in New York during spring vacation, preceded by study of contemporary theatre and followed by a written report. Estimated cost of the trip, exclusive of tuition, is $650. **Staff. 2**

240—COSTUMING. An introductory course in which the student participates in the major steps of the costume design and creation process: script analysis, research and design, color and fabric choices, pattern development, and basic garment construction. **Rohe. 3**

243—DRAFTING. An intensive study in basic drafting techniques used in the theatre, including isometric and orthographic projection, mechanical perspective, true size and shape, floor plans, and sections. **Tinkham. 3**

245—LIGHTING. Lecture and laboratory to cover the physical properties of light and stage lighting equipment, as well as lighting design for the stage and film. Practical work on productions required. Prerequisite: 144, 243, or consent. **Tinkham. 3**

290—VOICE FOR THE ACTOR. Intensive, practical work designed to develop the speaking voice of the actor. Daily exercises in projection, articulation, placement, and focus. Special attention will be given to eliminating regional speech mannerisms. Two credits for first semester; repeatable for one credit up to a maximum of six credits. **Staff. 1-2**

299—INTERMEDIATE TOPICS IN THEATRE AND CINEMA. A general category used only in the evaluation of transfer credit.

312—CINEMA SEMINAR. The subject for these seminars will vary from year to year, and will offer the advanced student of cinema intensive and humanistic investigation of specialized generic, stylistic, and creative problems in the field of film and/or video. Offered at least once each year. Research papers, screenings, critical essays, readings. Prerequisites: 104, 219, or 326. Repeatable. **Stout, Bussan. 4**

324—HISTORY OF AMERICAN THEATRE. The derivation of American theatre in the patterns of colonial culture and the development of the theatre from the 18th century to the present. A strong emphasis is placed upon the development of drama in the 19th and 20th centuries. Fulfills American Social Institutions requirement. **Staff. 4**

325—HISTORY OF MODERN THEATRE. Survey of World Theatre History from 1880 to the present day, exclusive of America. Particular emphasis is placed on the various revolutionary movements of the continental and British theatre in the first four decades of the 20th century. **Stout, Staff. 4**

326—HISTORY OF CINEMA. A survey of the social and aesthetic impact and development of cinema from its literary and technological origins in the 19th century, through the French and American development of the early silent cinema, Soviet expressive montage, German expressionist cinema, the French surrealist avant garde, the studio years of Hollywood, Italian neo-realism, the new wave, and contemporary developments, including the recent influence of electronically generated and broadcast cinema. Offered every other year. Screenings, readings, research, and critical papers. Required of cinema majors. **Stout. 4**

331—ACTING III: TECHNIQUES IN ACTING SHAKESPEARE. Study of techniques in speaking Shakespeare's verse — scansion, paraphrase, use of imagery, structuring the long speech. Prerequisite: 224 or consent. **Farris. 3**

333, 334, 335—THEATRE WORKSHOP. 1-2 credits per semester — 1 credit per mainstage production. Repeatable up to a limit of 8 credit hours. See the following descriptions.

333—THEATRE WORKSHOP: REHEARSAL AND PERFORMANCE. Participation in mainstage production as actor or stage manager. **Staff. 1-2**

334—THEATRE WORKSHOP: COSTUMES/MAKE-UP. Participation in mainstage production as costume or make-up designer or crew member. **Rohe. 1-2**

335—THEATRE WORKSHOP: SCENERY/LIGHTING/PROPERTIES. Participation in mainstage production as Technical Director or scenery, lighting, or properties designer or crew member. **Tinkham. 1-2**

340—SCENE DESIGN. An introductory course providing the student with a systematic illustration in theory and practice of the role and function of the stage designer. The course also provides an introduction to many of the media and techniques of the theatre designer. Projects will be based on play texts and will concentrate on the development of the student's ability to translate verbal, intellectual, and emotional concepts into concise, visual statements. **Tinkham. 3**

341—COSTUME HISTORY. A study of the development of Western dress with emphasis on how the "fabric" of each period (i.e., the trends in thought, art, culture, politics, and economics) made its impression on the fashion of the day. **Rohe. 3**

345—TECHNICAL THEATRE II. Lecture and laboratory in advanced theatrical construction techniques, structural analysis of conventional materials and scenic projections. Work on productions is part of the laboratory experience. Prerequisite: 144. **Tinkham. 3**

347—COSTUME DESIGN. A studio course concentrating on specific problems in costume design, both technical and interpretive. Emphasis is on textual analysis, research, and exploration of rendering techniques. Prerequisite: 240 or consent. **Rohe. 3**

349—PRODUCTION MANAGEMENT. An examination of the responsibilities of the production staff in the commercial and non-commercial theatres. This includes discussion of financial, stage, and house management. **Staff. 2**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3-4**

399—ADVANCED TOPICS IN THEATRE AND CINEMA. A general category used only in the evaluation of transfer credit.

401—THEATRE PRACTICUM. Theory and creative practice in selected areas of the theatre arts for the talented and superior student. As registration warrants, the areas listed below will be offered. No more than 15 credit hours in these areas will be counted toward graduation. **Staff. 2-15**

a. Problems in Costuming
b. Problems in Styles of Stage Direction
c. Special Studies in Dramatic Literature
d. Problems in Theatre Management
e. Advanced Problems in Scene and/or Lighting Design
f. Advanced Problems in Costume Design
g. Special Studies in Children's Theatre **Staff. 2-15**

404—DRAMA SEMINAR. Intensive study of a major playwright, genre, form, or theme. The seminar topic will vary from year to year. Repeatable. Prerequisites: two courses in Dramatic Literature/Theatre History. **Staff. 3**

410—ADVANCED CINEMA PRODUCTION. A production course designed for the advanced student of cinema. A rigorous and intensive practical course in the techniques of sound motion picture production. Working in the 16mm format, students will complete a series of individual and group projects. Production management, camera work, sensitometry, lighting, sound recording and mixing, double-system editing, printing and laboratory processes. Offered once each year. The student is expected to share in the expenses of his or her production work. Required of cinema majors. Prerequisite: 219. **Stout. 4**

412—THEORY OF CINEMA. An investigation of the salient theories of cinema from the pioneering work of Eisenstein and Pudovkin to current work in ideological, structuralist, and semiotic analysis. Reference will be made to traditional literary and art criticism, as well as to relevant sociological and anthropological research. Little attention will be paid to routine journalistic film criticism, screenings, readings, research, and critical papers. Offered every other year. Prerequisite: 104, or 219, or 326. Required of cinema majors. **Stout. 4**

415—PLAY DIRECTION. Theoretical and practical work in direction. Each student is responsible for selecting, casting, and rehearsing scenes and/or plays of various length. Prerequisites: 201, 144, and 121 or 123. **Farris, Staff. 3**

419—CINEMA WORKSHOP. Designed for a limited number of students who have demonstrated significant ability in cinema production. The course will involve the student in the creation of works of cinematic art in 16mm sound format as a total process from script to screen. Some advanced video production may be permissible, by consent. Admission by consent. The student will be expected to share in the expenses of his or her production work. Offered each semester. Repeatable up to a limit of 16 credit hours. *It should be noted that Cinema Workshop is not designed to provide professional training but rather to permit the student to explore his or her creative abilities while employing professional tools and procedures.* Prerequisites: 219 and 410. **Stout, Bussan. 4**

424—SPECIAL TOPICS IN ACTING. Intensive work on a specific acting problem. The subject will vary from year to year. Possible topics include: new approaches to developing roles, styles of acting, interdependency of design and movement, and working with new scripts. Repeatable. By consent. **Farris, Staff. 1-3**

426—THEORY OF THEATRE. The analysis and comparison of dramatic theories from Aristotle to the present, with emphasis on recent and current issues in theatrical theory, criticism, and scholarship. Prerequisite: junior standing. **Staff. 3**

441—DESIGN SEMINAR. Intended for the advanced production and design student. Content will vary from year to year. Areas offered will range from problems in advanced design to scene painting and stage decoration. Emphasis will be on advanced research and skill development. **Tinkham. 3**

451-452—SENIOR RESEARCH. **Staff. 4**

458—SENIOR COMPREHENSIVE PROJECT. A practical project in performance, design, theatre management, or film with work accomplished in the University Theatre or Theatre II. Course can be elected to satisfy a comprehensive experience in the department by B.F.A. majors only. The course is offered both semesters, but it can be taken only once. **Staff. 3**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Women's Studies

Annette Van Dyke, Director

Professors Robin Bartlett, Lee Bostian, Donna Childers, Suzanne Condray, Janet Freeman, Thomas Gallant, Michael Gordon, Tara Gray, Paul King, Valerie Lee, Lisa McDonnell, Gill Miller, Joan Novak, Lisa Ransdell, Kaye Rasnake, Lyn Robertson, Yi-ling Ru, Sandra Runzo, Lynn Schweizer, Anne Shaver, Bhavani Sitaraman, Bahram Tavakolian, Steven Vogel and Whitney Walton

Director of Women's Programs, Lisa Ransdell

Women's Studies at Denison: General Information

The Women's Studies program includes courses within a range of departments, offered at introductory, intermediate and advanced levels. Particular courses may vary from year to year, but the ones listed below are typical.

Students interested in specializing in Women's Studies have two options: a major, or the minor, both of which are described below. Many supplementary opportunities are also available to all students who wish to enrich their experience with Women's Studies or their acquaintance with the Women's movement:

(1) Internships. Internships are available at a variety of agencies including Planned Parenthood (Newark, Ohio), Women Employed (Chicago), and Women's Equity Action League (Washington, DC).

(2) The Women's Resource Center. Located on the first floor of Fellows Hall, the Center houses a collection of books, periodicals and reference files, including information about local services for women. The Center also serves as a study and meeting place.

(3) Great Lakes Colleges Association Programs. The GLCA consortium of twelve liberal arts colleges sponsors an active women's studies program. Students may participate in semester-long internships in such areas as women's health care, legal services, feminist art, counseling, etc. The GLCA also hosts an annual Women's Studies conference for faculty, staff, and students and a special Student Conference.

(4) Campus Organizations. Such organizations as Women's Emphasis and Committee W (for faculty and professional staff women) are active on the campus. In addition, a variety of special-purpose groups exist, offering assertiveness training, self-defense instruction, peer support for lesbians, and support for those with health or diet problems.

The Director of Women's Programs oversees activities and services for women, edits the Women's Studies Newsletter and serves as an advocate on issues involving women.

A Minor in Women's Studies

A student wishing to minor in Women's Studies should see the director of Women's Studies to coordinate course selection. At least six courses must be selected as indicated below:

W.S. 101, Issues in Feminism	4 credits
Advanced Seminar in Women's Studies	4 credits
*One course focusing on Women of Color	4 credits
*Three electives, one to be from Black Studies/Minority Studies	12 credits
	24 credits

*To be chosen in consultation with the Director of Women's Studies

A Major in Women's Studies

To major in Women's Studies, a student is required to take a minimum of 32 credit-hours, distributed as follows:

W.S. 101, Issues in Feminism	4 credits
Advanced Seminar in Women's Studies (to be taught in the spring)	4 credits
W.S. 451 or 452, Senior Research	4 credits
*One course focusing on Women of Color in the United States or in developing countries	4 credits
**Two courses in Social Science or Science focusing on Women (Education, Sociology/Anthropology, Economics, Communication, Political Science, Psychology, etc.)	8 credits
**Two courses in Humanities or Arts focusing on Women (Arts, Music, History, Literature, Philosophy, Religion, etc.)	8 credits
	32 credits

*To be chosen in consultation with the Director of Women's Studies
**One of the four to be chosen from Black Studies/Minority Studies

Course Offerings

Women's Studies 101: ISSUES IN FEMINISM. This interdisciplinary course will examine some aspects of institutionalized sexism in contemporary America, such as differential role socialization and its consequences; legal inequalities; job discrimination; reproductive issues; and violence against women. Every woman's experience of sexism is mediated by her class, race, age, religion, sexual preference and so forth; therefore the diversity of women's experience is a key factor in our study. The class format will be primarily discussion with a mixture of speakers, films and small group discussions with a teaching assistant or instructor as facilitator.
Van Dyke. 4

Women's Studies 305*—LOVE, SEXUALITY AND IMAGES OF WOMEN IN CHINESE LITERATURE. This course will examine the expression of love, approaches to sexuality, and images of women in Chinese literature from ancient times up to the present day, in English. No prerequisite. *Cross listed with Modern Languages 305.
Ru. 4

Women's Studies 325*: AFRICAN-AMERICAN WOMEN'S LITERATURE. This course focuses on the literary, cultural and oral traditions of 20th-century African-American women writers such as Toni Morrison, Alice Walker, Gloria Naylor, Toni Cade Bambara, Paule Marshall, Audre Lorde, Zora Neale Hurston, Rita Dove, Gwendolyn Brooks, Ntozake Shange, and Lucille Clifton. *Cross listed with English 325 and Black Studies 335.
Lee. 4

Women's Studies 326*: NATIVE AMERICAN WOMEN'S LITERATURE: REMEMBERING. This course focuses on literature written by Native American women in the 20th century with attention to the literary and cultural traditions such as the oral tradition and sense of place which informs each writer. *Cross listed with English 326.
Van Dyke. 4

Women's Studies 362: DIRECTED STUDY.
Van Dyke. 3-4

Women's Studies 364: INDEPENDENT STUDY.
Van Dyke. 3-4

Women's Studies 400: ADVANCED SEMINAR. Study of interdisciplinary feminist research methods, theory and practice from both historical and contemporary perspectives. Highlights the ways in which feminist theory challenges traditions in the humanities, social sciences and sciences in respect to the intersections of race, gender and class.
Van Dyke. 4

Women's Studies 452: SENIOR RESEARCH
Van Dyke. 4

Communication

229-WOMEN, MINORITIES AND THE MASS MEDIA. This course focuses on the access of American minorities to the media in terms of employment and ownership, the portrayal of minorities in the media, and the historical and social ramification of media coverage of minorities in the cultural milieu. Minorities will be defined by race, sex, and/or affiliation, including Blacks, Hispanics, Women, and Minority Political Parties.
Condray. 4

Economics

319—WOMEN IN THE LABOR FORCE. This course is an advanced economics course focusing on women in the labor force. Recent trends in women's labor force participation, occupational segregation, and earnings are examined. Both Neo-classical and Radical theories are applied to these trends for possible explanation. Finally, numerous ways to intervene in the market on the part of government and private enterprises are studied to determine the most effective way to rectify observed market imperfections. Prerequisite: 301 or 302.
Bartlett, Gray. 4

Education

229—WOMEN AND MINORITIES: THE EDUCATIONAL DILEMMA. Students will gain an understanding of how discrimination against women and minorities in the educational setting has been a source of many inequities in our society, both past and present. Paradoxically, women and minorities have made unique and important contributions to this system which has not always served them well. An analysis will be made of the contributions of these groups to all levels of education throughout our history. The course will also investigate the extent to which the institution of education has adapted to women and minorities and in turn been influenced by them in their various capacities as students, teachers, administrators, parents, and special interest groups. In addition to lectures and discussions, class activities will include field study, one or more field trips, role playing and simulation. Fulfills Minority studies requirement.
Gallant, Robertson. 4

English

225—WOMEN IN LITERATURE. Selected works by and about women, literature which explores women's traditional as well as changing roles and examines the many facets of women's unique position, experience, and perspective on the world. Our goal is a more accurate understanding of the behavior and experiences of men and women and the implications of sex and gender to our art and in our lives. In addition to exploring important literature of the past, we will be reading selections by recent authors because they constitute an important contemporary literary movement that has been especially creative and energetic in the last ten years. **Freeman, Runzo, Lee. 4**

325*—AFRICAN-AMERICAN WOMEN'S LITERATURE. This course focuses on the literary, cultural and oral traditions of 20th-century African-American women writers such as Toni Morrison, Alice Walker, Gloria Naylor, Toni Cade Bambara, Paule Marshall, Audre Lorde, Zora Neale Hurston, Rita Dove, Gwendolyn Brooks, Ntozake Shange, and Lucille Clifton. *Cross listed with Women's Studies 325 and Black Studies 335. **Lee. 4**

326*—NATIVE AMERICAN WOMEN'S LITERATURE: REMEMBERING. This course focuses on literature written by Native American women in the 20th century with attention to the literary and cultural traditions such as the oral tradition and sense of place which informs each writer. *Cross listed with Women's Studies 326. **Van Dyke. 4**

Modern Languages

Women's Studies 305*: LOVE, SEXUALITY AND IMAGES OF WOMEN IN CHINESE LITERATURE. This course will examine the expression of love, approaches to sexuality, and images of women in Chinese literature from ancient times up to the present day, in English. No prerequisite. *Cross listed with Women's Studies 305. **Ru. 4**

Philosophy

275—PHILOSOPHY OF FEMINISM. Feminism addresses a radical challenge to traditional ways of doing philosophy. In asking why women and women's experience seem to be *missing* from the tradition of philosophy, it implicitly puts into question philosophy's claim to objectivity, universality, and truth. Has philosophy's apparent exclusion of woman meant that an entire realm of human experience has been prevented from achieving legitimate expression? Would including women mean broadening philosophy to include a different world view — emphasizing relationship rather than division, responsibility rather than rights, diversity rather than unity? The course will examine these and other questions, emphasizing contemporary feminist discussions of ethics and of science. This course satisfies the General Education requirement in Minority/Women's studies. Prerequisite: Philosophy 101, FS 104 (Philosophy), or consent. **Weiss, Vogel. 4**

Political Science

352—SEX DISCRIMINATION AND THE LAW. Gender and sex roles are among the basic reference points around which American society is organized. They are also used to define economic and political rights and responsibilities. This course examines how American law and legal institutions have created and enforced distinctive and often discriminatory roles in the social, economic, and political spheres for women by comparison to men. Although diverse topics are covered, there are three basic premises which underlie all of them. First, law and legal institutions are a fundamental part of the political processes of American society. Second, law reflects dominant social, political, and economic values of society. Third, as societal values change over time, law, rather than being a neutral force, can serve as either a tool of, or an obstacle to, institutionalizing social change. **Staff. 4**

Psychology

301—SEMINAR: PSYCHOLOGY OF WOMEN. This course reviews psychological research and theories on women. Topics include androgyny, sex bias in psychological research, feminist theory, gender differences in personality and abilities, lifespan development, problems of adjustment and psychotherapy, sexism in language, women's health, female sexuality, and violence against women (rape and wife battering). **Rasnake. 4**

Religion

229—WOMEN AND WESTERN RELIGION. An introductory course analyzing the historical experiences of women within Western religion and contemporary trends in feminist theological thought. The course asks whether the Bible and Western theological systems have supported male dominance and/or provided opportunities for female growth and freedom. A variety of views will be considered, including feminists who attack Christianity as essentially sexist and liberation theologians who claim true Christians should embrace feminism.

Novak. 4

Sociology/Anthropology

310—SEXUAL INEQUALITY. This course compares and evaluates a variety of theories which attempt to explain the origins, persistence and effects of sexual inequality in American society. In particular, it explores the structural and historical causes and consequences of inequality in a number of institutional settings: the family, the work place, the political arena, religious activity and face-to-face interactional contexts. Although its primary focus is American society, the course compares problems of sexual inequality in American society to other, quite different, societies in order to gain a comparative understanding of how discrimination, prejudice, and structural inequality create special problems for women wherever they are found. Throughout, the focus is on learning to use structural, historical, and theoretical information as guides to understanding social change and the choices facing women and men in this decade. This course satisfies the Minority/women's studies requirement and has no prerequisite.

Sitaraman, Staff. 4

321—WOMEN IN DEVELOPING SOCIETIES. The focus of this course will be on two interrelated issues: 1.) the impact of socioeconomic change on the roles and life-experiences of women in developing societies, and 2.) the social and economic contributions of women within the development process. By adopting a cross-cultural perspective, we intend to investigate how and why global patterns of socioeconomic change have had markedly different effects on the lives of women in diverse regions of the world. A further consideration dependent upon our cross-cultural approach will be an evaluation of the appropriateness of western-style change, including feminist orientations toward women's liberation, within Third World contexts. Prerequisite: Sociology/Anthropology 100 or 150 or consent.

Tavakolian, Staff. 4

Special Courses and Opportunities

Interdepartmental Courses

Course Offerings

INTERDEPARTMENTAL 100—READING, WRITING, STUDYING. The course is intended for students who wish to improve their abilities and increase their confidence in the classroom. Specific topics include time management, test-taking, note-taking, and improving one's motivation, assertiveness, memory, and comprehension. By participating successfully in the course students should become more productively involved in their education. **Read, Snell. 2**

INTERDEPARTMENTAL 135—DENISON GREEK STUDIES PROGRAM. Offered in alternate years, the Denison Greek Studies Program is an *interdisciplinary introductory-level* course in ancient Greek civilization carrying eight (8) Denison course credits. At the heart of the program is the summer seminar which involves *six weeks of travel and intensive study in Greece* during which major archaeological sites on the mainland and selected islands are explored. Students become immersed in the ancient world through intensive study of ancient Greek *art, architecture, archaeology, drama, history, literature, philosophy, science, mathematics, and technology.* An interdisciplinary team of professors helps to create an exciting context for learning in which students and faculty work *together* to understand the fundamental contributions made by the Greeks to our western intellectual and cultural heritage. This program represents a unique educational opportunity for students majoring in virtually any of the humanities or social sciences. It can also prove especially beneficial to *natural* or *life science* majors whose academic schedules frequently rule out foreign study during the regular academic year. Students also register for a one credit spring semester preparatory seminar meeting once each week which establishes a base of knowledge to enable them to obtain maximum benefit from the Summer Seminar. The Denison Greek Studies Program will be offered in the summer of 1992.

INTERDEPARTMENTAL 320—ASIAN LITERATURE IN ENGLISH TRANSLATION. A sampling, chronological within each culture, of drama, epistle, essay, fiction (long and short), and poetry (epic, ode, lyric) from Babylon, China, India, Japan, Korea, and other Asian countries. (Same course as English 351.) (Not offered 1991-92) **Stoneburner. 4**

INTERDEPARTMENTAL 392—ETHICAL DECISIONS IN MEDICINE. Staffed by faculty in the religion department, this course is designed to expose students to various topics in medicine and biology posing ethical problems. Basic modes of ethical reasoning are applied to case studies in the following areas: abortion and population control, genetic screening and counseling, molecular, genetic engineering, behavior modification, human experimentation, patient-physician relationships, and death and dying. Offered each spring semester. **Novak. 4**

The Comprehensive

The completion of a major shall normally include some experience designed to encourage the student to confront, in a substantial manner, the broad range of learning within his or her field.

Academic departments may require majors to participate in this experience. The means of evaluation of this experience shall be at the discretion of the department.

If a department chooses a plan which requires a period of special study followed by an exam or presentation, it may request permission from the Academic Affairs Council to have its students excused from final exams in that particular semester. Students taking comprehensives are excused from final examinations only when the comprehensives are administered during final examination week.

The Common Hour

On alternate Thursdays, the 11:30 class hour is set aside, and no classes may be scheduled. During this time the Common Hour, a time of shared intellectual experience, is held at a designated meeting place. Presentations by faculty and students emphasize the cross-disciplinary basis of knowledge. Members of the Denison community are encouraged to gather for the Common Hour. A schedule of presentations is published at the beginning of each semester.

Off-Campus Study Programs

One of the benefits of a liberal arts education is the freedom to explore various disciplines, to experiment with new ideas and to pursue opportunities for broadening one's horizons. Off-campus study is an opportunity to extend one's educational program beyond the Granville campus, with programs available in the United States and in foreign countries.

Eligibility

Mature, second-semester sophomores and juniors with a cumulative grade point average of 2.5 who have completed a year of study at Denison may apply to participate in off-campus study programs. (First semester seniors may petition to have the residency requirements waived.) Students may apply *only* to programs endorsed by Denison. Students who withdraw to attend off-campus study programs not endorsed by Denison, or who go on a program without the approval of Denison will not have their course credits transferred to Denison.

Domestic Programs

Many students prepare for future careers, explore social problems, or do significant research through programs offered in the United States, such as the New York program in the arts and the urban semester in Philadelphia. Students with research interests may join scientists at Oak Ridge, Tennessee, in important projects in mathematics, sciences, technology, computers, and social sciences. A seminar in the humanities is available at the Newberry Library in Chicago. The Washington Semester introduces students to source materials and government institutions in Washington, D.C. Denison is a member of the Marine Sciences Education Consortium (MSEC) which provides a formal curriculum in the marine sciences, including supervised research, at the Duke University Marine Laboratory, Beaufort, North Carolina.

Overseas Programs

The world is changing so rapidly that today's Denison students will spend most of their working lives in a universe very different from the one in which they went to high school and college. Students may wish to study abroad to:

1. probe areas of future consequence;
2. improve their language skills and immerse themselves in another culture;
3. learn more about how other countries conduct business or run government, deliver social services or express themselves in art and architecture.

Most programs offer a rich variety of courses, but some specialize in science, art and literature, economics, political science, or comparative urban study.

GLCA Programs

Denison requires that students apply to programs with a strong academic base. One such set of programs is sponsored by the Great Lakes Colleges Association (GLCA), a consortium of colleges much like Denison (excellent, small liberal arts colleges such as Oberlin, Kenyon, Earlham, etc.).

The advantages of a GLCA program include the following:

1. presence of a faculty representative on the Denison campus, enabling students to plan a program directly with a faculty member.
2. quality control, so that students are assured of the soundness of the program in all its dimensions.
3. ease of financial transactions between the participating schools.

Other Approved Programs

The Institute for European Studies — IES sponsors programs in Europe, Mexico and East Asia. One advantage in applying to an IES program is that Denison, as an affiliate of IES, has several spaces reserved for Denison students as long as they qualify for a particular program.

The Black College Program — Denison offers a program, usually for one semester, with Black colleges and universities such as Howard University, Tuskegee Institute, Morehouse College, Spelman College and other historically Black institutions. Any Denison student may apply for this program which offers transferable credits in excellent pre-professional programs and an easily arranged financial exchange. This program offers another cultural experience within American society.

Germany Justus-Liebig-Universität Exchange Program — The Department of Modern Languages offers an exchange program which gives students studying German language and culture the opportunity to spend a full year in Giessen. Of double benefit to the Denison community, this exchange agreement also brings German students studying American Studies to the Denison campus.

The School for Field Studies — See Biology Department entry.

Summer Programs

Denison has a summer program in Greece that has as its goal an interdisciplinary study of ancient Greece. The Denison Greek Studies Program is a six week introductory-level course carrying eight Denison credits. At the heart of the program is the summer seminar which involves travel and intensive study in Greece. Students become immersed in ancient Greece through exploration of major archaeological sites and through the study of its art and architecture, history, literature and drama, philosophy, science, mathematics and technology. The course satisfies the General Education Requirement in Western Studies. (See Interdepartmental Course 135.)

Procedures

Students interested in exploring options should come to the Office of Off-Campus Study in Academic Services, Room 106, Doane Administration Building. Application forms, policies, and procedures, and a complete bank of files of endorsed programs are available. Student advisers and the coordinator are available to help. Except for international students, financial aid is available for students participating in Denison's approved programs. There are faculty liaisons

for many programs, and students are required to work closely with their faculty advisers. Furthermore, students must obtain the written approval of the adviser in their major, as well as approval from the Office of Off-Campus Study, in order to participate in an off-campus study program. The number of students who may study off campus in a given year is limited to 10% of the student body.

Pre-Professional Programs

Denison's commitment to the liberal arts, the strength of our professional advising, and the success of our graduates have made Denison well-known by professional schools ranging from medicine and business to law and engineering. Denison has maintained advising services and has joined cooperative educational programs which can be of great help to you. Whether you earn a bachelor's degree at Denison and then go on to a professional school or combine three years of study here with several at another university, a Denison education and our tested advising programs can contribute significantly to the attainment of your professional goals.

Advising System

The director of the Career Development Center, along with individual faculty members, provides strong and knowledgeable advising services. They will work with you in group and individual meetings from the time you express an initial interest in, for example, attending law school, through the time you apply for admission to professional school. An important part of this advising involves helping you to prepare for qualifying tests and assisting in the arrangement of internships. At your request, a detailed file of your resume and recommendations will be developed. Denison has earned the respect of deans of professional and graduate schools through lengthy representation in the Central Association of Advisers for the Health Professions and the Midwest Association of Prelaw Advisers.

Medicine and Dentistry

In recent years, 70-90 percent of our seniors who apply to medical and dental schools have been admitted. They apply to a variety of quality institutions across the country. What is equally important is the fact that they do well once they have been admitted.

Most of our undergraduates who are considering the health professions bolster their preparations and gain an overview of several related fields by taking an internship in a hospital or clinical setting.

Law

Denison graduates are successful in gaining admission to first-rate law schools across the country. Over 90 percent of those with a cumulative grade point average of 3.0 or above and an average or better LSAT score who work with the professional school adviser are accepted. Our records list over 55 institutions where Denisonians have recently studied law.

Because of Denison's traditional strength in preparing students who do well in law, representatives from about a dozen schools regularly visit the campus for interviews. In addition, panels and programs featuring practicing attorneys and internships in legal settings help students make realistic career decisions.

Business

A broad-based undergraduate program in the liberal arts is one of the most satisfactory preparations for graduate study in business administration and management, and large numbers of Denison graduates continue their studies in M.B.A. and M.M. programs across the country. Although the current national trend is to encourage students to work several years between their undergraduate and M.B.A. programs, Denison students get pre-M.B.A. advice and can take the Graduate Management Admissions Test on campus.

Engineering

With a long-standing tradition of strength in science and pre-engineering, Denison offers two plans to prepare for an engineering career. In the first, you receive a bachelor's degree after four years at Denison with a major in natural sciences or mathematical sciences, followed by two years of graduate work at another institution leading to a master's degree in engineering. Graduate schools at numerous universities have accepted Denison students and visit the campus regularly.

The second plan is a "three-two" program in which you study three years at Denison and two at an affiliated engineering school and receive two bachelor's degrees. Denison is affiliated in such binary programs with Rensselaer Polytechnic Institute, Washington University (St. Louis), Case Western Reserve University, and Columbia University. Students interested in these plans should contact Dr. Lee Larson, Denison's engineering liaison officer, in care of the Denison Physics Department, at their earliest opportunity.

Forestry

Denison offers a cooperative program with Duke University in the areas of Environmental Management and Forestry. You can earn the bachelor's degree from Denison and the master's in either Forestry or Environmental Management from Duke after spending three years at Denison and two years at Duke's Schools of Forestry and Environmental Studies. The major program emphases at Duke are forest resource production, resource science, and resource policy; however, programs can be tailored with other individual emphases. An undergraduate major at Denison in natural or social science or pre-professional emphasis in business or engineering is good preparation for the Duke programs, but any undergraduate concentration will be considered for admission. If you are interested in this program, however, you should take at least one year each in biology, mathematical sciences, and economics at Denison.

Natural Resources

Since the 1979-80 academic year, Denison has had a cooperative program with the School of Natural Resources at the University of Michigan to provide training for careers in the management and study of renewable natural resources. You attend Denison for three years and transfer to Michigan for two additional years. At the end of your first year at Michigan, you can receive your Denison bachelor's degree. Upon completion of Michigan's graduation requirements, a bachelor's degree in either forestry or natural resources is awarded.

Medical Technology

Denison offers the basic courses needed to enter a professional program in medical technology. The Career Development Center staff can help you make arrangements to take part in certified programs, such as the one at the Rochester General Hospital. Normally, you enter the professional program at the end of your junior year. After successfully completing the training program at the cooperative university or hospital, you will receive a Denison bachelor's degree and be eligible for the registry examination given by the American Society of Clinical Pathologists.

Case Western Reserve Dental School 3-4 Program

In 1984, Denison established a "3-4" program with Case Western Reserve Dental School. Students may apply to Case Dental School when they apply to Denison. Then, if the student performs satisfactorily in both liberal arts and in science courses, he/she will receive official acceptance to the Case Dental School. Following three years of study at Denison, the student moves directly into dental school. Students will receive a bachelor's degree from Denison and a Doctor of Dental Surgery from Case. The pre-medical adviser in the Career Development Center has more information on this joint program.

Occupational Therapy

Denison offers a "3-2" program in cooperation with Washington University (St. Louis) which assures admission to Denison students who have satisfactorily completed the three-year Pre-Occupational Therapy Program, maintained a B average, and received a favorable recommendation from the faculty adviser. Students are awarded their bachelor's degree from Denison following satisfactory completion of one year of the Occupational Therapy Program at Washington University. Students are awarded the B.S. degree in Occupational Therapy from Washington University after satisfactory completion of the four-semester program at Washington University.

For students who satisfactorily complete Denison's three-year Pre-Occupational Therapy Program, maintain a B average, and receive three favorable recommendations including the faculty adviser's, Washington University will offer preference for admission to their five-semester program leading to the Master of Science Degree in Occupational Therapy.

Denison students who meet prerequisites may also apply on a competitive basis to other schools of Occupational Therapy. Students interested in Occupational Therapy and/or either of the above programs should contact either program adviser: Dr. Sam Thios in care of the Psychology Department or Barbara Thios in care of the Communication Department.

May Term

May Term is an optional program which provides students with attractive and enriching opportunities to explore the world through work and/or travel. The Career Development Center sponsors and helps students arrange internships for a minimum of three weeks beginning in May. Faculty are encouraged to arrange travel-study programs in May for students. Students are urged to take advantage of the possibilities offered by May Term both to test future career options and to combine study and travel in unique and interesting ways.

Admissions, Costs and Financial Aid

Denison is committed to enrolling a student body of high intellectual quality, and to providing an environment that supports and promotes personal growth and academic achievement. Just as the University values highly its faculty and academic programs, so does it equally value its students who have come to learn and contribute.

What courses should I take in secondary school to prepare for Denison?

Because a Denison academic education is a blend of your free choice, General Education core courses and departmental requirements, a broad in-depth secondary school preparation is highly desirable. The University strongly recommends that, by the time you graduate from secondary school, you complete four years of English, three years each of mathematics, science and social studies, and three years of foreign language (at least two of which should be in the same language).

The Admissions Committee takes particular note of Advanced Placement, Honors, or enriched courses taken in your junior and senior years.

What factors does the Admissions Committee consider in evaluating my admissions file?

The quality of your academic performance and your grade-point average in your junior and senior years are the most important factors considered by the Admissions Committee. Test results (SAT or ACT) are required and an integral part of the evaluation process.

Written statements from your college adviser and an academic teacher assist us in understanding your personal characteristics and motivation.

Important also is the quality, rather than the quantity, of your extracurricular accomplishments, whether school-, community-, or job-related.

How do I apply to Denison?

All students requesting admissions information prior to their senior year of high school will receive an application packet in the fall of the senior year. Thereafter, these materials will be sent upon request through mid-January of the year of college entrance.

You may submit a freshman application any time between September 1 and February 1 of your senior year. A fee of $35 must accompany your application. Denison also accepts the Common Application, which may be available in your school's guidance office.

What is Early Decision Admission?

If, after having carefully researched your college needs, you decide that Denison is the school you want first and foremost to attend, you are encouraged to apply by means of the Early Decision Plan.

Candidates for Early Decision may apply any time up to January 1. Applications will be evaluated by the Admissions Committee just as soon as they are complete. Notification of either acceptance or deferral for further consideration will be made on a rolling basis until January 20.

Admitted students must accept our offer of admission, reply within two weeks and pay a non-refundable deposit to confirm their places in the entering freshman class. If you are a candidate for financial assistance, you need not reply to our offer of admission until you have received your financial aid award. Deferred candidates will be reconsidered along with the regular applicant group in the spring.

What are the guidelines for Regular Admission?

Candidates for Regular Admission should apply no later than February 1. Final decision letters will be mailed by April 1, and admitted students must respond to our offer by May 1. Matriculating freshmen and transfer students are required to pay an advance deposit by the date specified in their letters of acceptance. Any student withdrawing after the specified deadline forfeits the entire deposit.

How important is the campus visit and interview?

As you go through your college selection process, you will discover the value of a campus visit and interview. When you visit Denison, plan to spend three hours: approximately 45 minutes for an interview, one hour for a student-conducted campus tour, and another hour to visit a class of your choosing.

The Admissions Office, located in Beth Eden House next to Swasey Chapel, is open for interviews from 8:45 a.m. to noon and from 1:30 p.m. to 4 p.m. on weekdays, and on Saturday mornings from 9 a.m. to noon from September through January.

Because our Admissions staff travels extensively in the fall, we annually select and train a small group of outstanding Denison seniors to assist in interviewing candidates. You are likely to meet with one of these Senior Interviewers if you visit campus in the fall. Senior Interviewers share with our regular Admissions staff the responsibility for describing the University to you and appraising your candidacy for admission.

You are encouraged to write or, better yet, telephone several weeks in advance of your visit so that we may assist in planning your time on campus.

Can overnight accommodations on campus be arranged?

If you would like overnight accommodations with a student host in one of the University residence halls, please write or call the Admissions Office at least a week in advance of your visit. Overnight stays can be arranged only Monday through Thursday during the academic year. Out of consideration to your host's academic and personal schedule, we ask that you limit your stay to one evening.

If you have a friend currently at Denison, you are encouraged to make your own arrangements directly.

How do I get to Granville?

Granville is located 27 miles east of Columbus and is easily accessible from Interstate 70 and 71. Port Columbus International Airport is served by major airlines, and rental cars are available at the airport. If you are traveling alone during the school year and need transportation from the airport to the University, please call the Admissions Office a week in advance so that we may assist you with arrangements. There is a charge for this service.

Are alumni interviews available?

Denison Alumni Recruiting Team (DART) members in many metropolitan areas across the country can serve as resource persons and can also interview you if you are unable to visit the campus. Your interview report with a Denison graduate will become a part of your admissions file. For local Denison alumni assistance or an interview, please call or write:

DART Coordinator
Denison University, Box H
Granville, Ohio 43023
614/587-6789

Does Denison have an Early Admission program?

Denison welcomes applications from mature, highly qualified students who intend to graduate from secondary school after three years. A campus interview is required for Early Admission candidates.

Is Deferred Freshman Matriculation possible at Denison?

You have the option, upon being accepted at Denison, to defer your entrance up to a year, provided you present an appropriate rationale for doing so and do not enroll as a full-time student at another college or secondary school in the interim.

You must submit by May 1 of the entrance year for which you have been admitted the nonrefundable advance deposit required of enrolling freshmen, together with your written request for deferment of your matriculation. If your request is approved by the Admissions Committee, you must re-confirm in writing by March 1 of the following year your intention to enroll. If you fail to matriculate at Denison, the entire deposit will be forfeited to the college.

What about Transfer Admission to Denison?

Denison welcomes applications from transfer students, including graduates of two-year or community colleges. Candidates may apply for entrance in either the first or second semester. Candidates for fall entrance should submit their applications by May 1. The deadline for second semester applications is December 1.

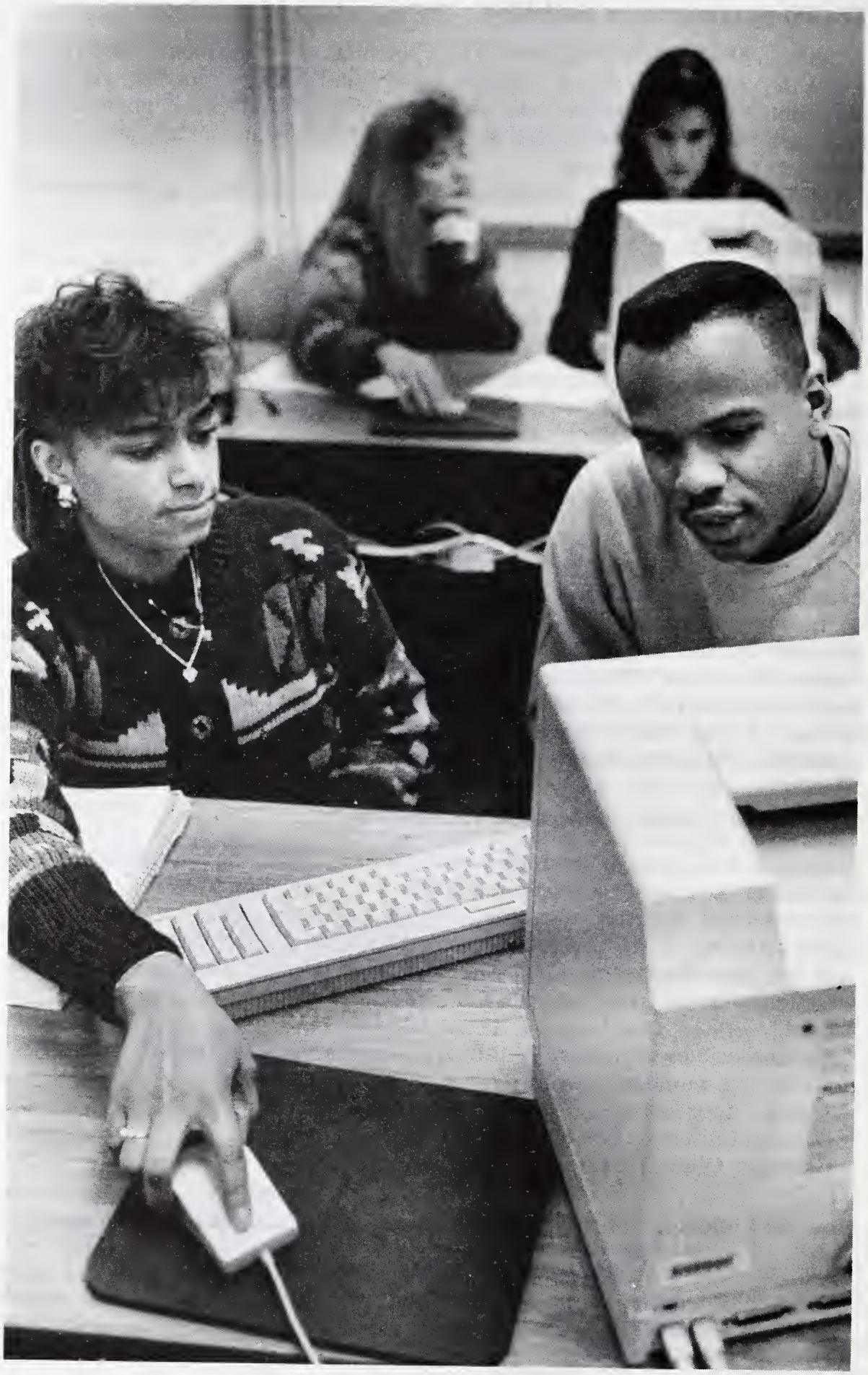
If you are admitted as a transfer student, you must complete at least 60 semester-hours of credit as a full-time student at Denison to be eligible for a degree.

For further information on Denison's transfer program, please call our Admissions toll-free number or write:

Transfer Coordinator
Denison University, Box H
Granville, Ohio 43023

How do I address correspondence or request additional information?

For any additional information on admissions, call or write:
Admissions Office
Denison University, Box H
Granville, Ohio 43023
614/587-6276 or 1-800-DENISON



Annual Costs

	Actual 1991-1992
Tuition	$14,050
Activity fee	650
Board	1,830
Room (multiple-single)	2,150-3,220

Each student on full tuition pays approximately $2,500 less than his or her actual educational expenses. Gifts from alumni, parents, and friends supplement endowment and other income to enable the College to meet this difference. Denison and similar colleges and universities' ability to mitigate the size of additional charges while maintaining quality is clearly dependent upon the increasingly generous support of alumni, parents of present students, and other friends.

The College reserves the right to make changes in costs at the beginning of any semester by publication of the new rates for tuition and activity fee three months in advance, and for board and room one month in advance of their effective date. Changes in other fees, charges, or policies may be made by announcement one month in advance of the effective date of the change.

Tuition

For 1991-1992, the $14,050 annual tuition permits a student to take a maximum of 18 hours each semester. An additional charge of $440 (1991-1992) is made for each registered hour in excess of 18 hours. All excess hours charges are billed by the Cashier's Office. A part-time student (8 hours per semester or fewer) is charged $440 for each semester hour of credit.

Activity Fee

In 1991-1992, the $650 activity fee provides basic support to the Student Health Service, the College Union, and the Denison Campus Government Association (student government at Denison) and student organizations DCGA sponsors. It also enables through partial support the offering of student programs such as concerts, plays, guest lectures, other activities of a social and recreational nature, and athletics. Payment of this fee entitles a student to receive the campus weekly newspaper and the literary magazine.

Board

Meals are served in the college dining halls throughout the academic year except during vacations. The charge for board is $1,830 in 1991-1992.

Room Rent

If two or more students room together, the rent for each student is $2,150 in 1991-1992. The 1991-1992 price of a single room is $3,220. *No room is rented for a shorter period than one semester.* Students are charged for any damage to the furniture or the room beyond ordinary wear.

Other Fees

Auditing Classes

The privilege may be granted to any student. A regularly enrolled full-time student may be permitted to audit one course each semester without additional fee and without academic credit. In all other cases, an auditor pays a sum equal to one-half the tuition rate paid by a part-time student.

Off-Campus Programs

For 1991-1992, an administrative fee of $250 per semester is charged to each student participating in an off-campus program.

Books and Supplies

The cost of books and supplies is estimated at $450 a year. Cash or check payments are required for all purchases at the Bookstore. Credit is not extended.

Department of Music Fees

Music fees are required of a student taking private lessons in Applied Music, unless the student is majoring or minoring in music. A surcharge in 1991-1992 of $175 per half hour (1 credit) or $350 per hour (2 credits) of instruction per semester, including the necessary practice time, is assessed per person for applied music lessons.

Any student paying regular tuition may attend classes (not private lessons) in voice or instrumental music without extra charge.

Any student who currently plays an instrument in the Jazz Ensemble, Heisey Wind Ensemble, Brass Band or the Licking County Symphony Orchestra or is currently singing in the Concert Choir or Denison Singers, and has done so for four previous semesters may take private lessons on his or her instrument or voice without payment of this fee.

Special Fees

A materials fee, currently $30 per semester, is charged for courses such as ceramics, sculpture, printmaking, and photography where the student becomes the owner of tangible items created. This is subject to change from semester to semester.

Special fees for certain activities not normally included in the curriculum, such as karate, horseback riding, etc., are charged to participating students.

Health Service

This service covers one day per admission to the inpatient facility per confinement (up to three [3] confinements per semester exclusive of medical and surgical costs, such as X-ray, services of special nurses and consultants, doctor's or nurse's calls to a student's room, medicines, or the use of special appliances). A charge of $65 a day is made for each additional day of inpatient confinement. A group accident and sickness plan is also available to students. The Cashier mails details of this plan to students in the summer.

Enrollment Deposit

A $300 enrollment deposit is required of all returning students by March 15 prior to the new academic year. This deposit is nonrefundable after March 15 (May 1 for Freshmen and Transfer Students); however, this amount is credited to the student's semester bill when enrolled.

Damages Assessment

In addition to the annual room charge, each student living in a residence hall is required to pay an assessment of $30. This assessment is used to cover on a pro rata basis charges for damages to public areas and furniture and furnishings therein, loss of College property in these areas, and uncollected toll telephone calls. The University reserves the right to reassess the residents of a particular residence hall if the cost of such damages exceeds the amount in the damage assessment funds.

The unexpended balance is retained in a separate account for each residence hall to be used for the purchase of public area furniture, equipment, and other renewals per the recommendations of the House Council (students).

Freshmen Orientation

A fee is charged for Freshmen June Orientation (August for those unable to attend in June) to cover the direct costs of this program. This fee is billed directly to students.

Payment of Bills

All bills are payable in the Cashier's Office. To help develop a sense of responsibility and a greater appreciation of the educational opportunity, the College has a policy of collecting bills from the student rather than from his or her parents. The student, however, may request that all bills be sent to another party for payment as described later in this section.

Semester Bills and Late Payments

Semester bills are due August 1 for the first semester and December 15 for the second semester but may be paid in advance. Semester bills not paid by the due date are subject to a late payment fee of 1 percent per month or any portion thereof on the unpaid balance until the bill is paid in full. Registration for a semester is *not permitted* unless all fees are paid in accordance with the terms of the payment plan selected (See Deferred Payment Plans, page 28). These bills are mailed in July and November to the student's billing address.

Late Registration

Students who fail to settle their account with the Cashier and/or complete their registration at the beginning of each semester on the day set apart for that purpose are charged a fee of $5 per class day until registered. In the event of an emergency, this fee may be waived by the Office of Student Life.

The University also conducts advanced course registration each semester for the ensuing semester's work, and housing registration each spring for the following academic year. Students who fail to complete their advanced course registration, or the Office of Student Life's housing form, by the dates scheduled for those purposes are charged a fee of $10 per infraction.

All fees must be paid to permit advanced course and housing registration.

Miscellaneous Bills

Invoices for miscellaneous items such as lost keys, library books, residence hall damages, medication/service, etc., are issued by the department authorizing the bill with a copy mailed to the student at his/her Slayter Box and a carbon copy sent to the Cashier's Office. Students are requested to make payment at the Cashier's Office within 10 days of the invoice date. If not paid within 10 days, the

miscellaneous charge will be posted to the student's comprehensive billing statement which is billed to the permanent billing address whenever the total statement balance due is $25.00 or more (the University reserves the right to bill any time a balance is due regardless of dollar amount).

The University reserves the right to notify parents when scheduled payments are not met by the student. Students may want all bills, both semester and miscellaneous, sent to one particular address. This can be accomplished by notifying the Cashier's Office, in writing, of the name and address to be used for billing purposes. This notification must be signed by the student. On request, a receipted bill is issued when the statement is returned. All remittances to the Cashier sent by campus mail should be addressed to Doane Box 200 or Slayter Box 216.

A student is ineligible to attend classes unless his or her bills are paid when due. A student is denied an honorable separation, an official record of credits, or a diploma until all University bills are paid in full.

Refunds on student accounts having a credit balance are made only if the balance is $25.00 or greater. Credit balances of less than $25.00 remain on the student's account to be applied to future charges or refunded at the end of the academic year or upon withdrawal as applicable.

The University accepts student checks for payment of bills; however, a $10.00 charge is assessed on all checks returned by the banks for insufficient funds. The University does *not* provide check cashing privileges for students at the Cashier's Office. Numerous banking and savings institutions are now available in Granville which offer a variety of checking and savings plans. It is recommended that students establish an account with a local financial institution to facilitate their bill paying and cash needs.

Deferred Payment Plans

Deferred payment of one-half of the net amount due for the first semester is permitted until November 1, and for the second semester until March 15, as specified on the student semester bill. A service charge of 3 percent of the amount being deferred will be charged and added to the second installment.

Deferred payments not paid when due are subject to the late payment fee of 1 percent per month previously described.

When the deferred payment plan is elected, bills are sent to the student's billing address approximately 15 days prior to the due date of the second payment.

A monthly prepayment plan, extended repayment plan and a ten-month payment plan are available to parents of Denison students. These plans may provide insurance for continued payment of educational expenses in case of death of the insured parent. Details of these plans are sent to students as soon as they are accepted for admission. Upperclass students may contact the Controller's Office for information regarding these plans.

Late Registration

Students failing to register by the deadline date prescribed in the University publications and/or failing to respond properly to University official's notices regarding the problem shall be withdrawn from all preregistered courses. Such withdrawal shall carry with it financial forfeitures of 50 percent of all fees due. Appeal of this action shall be to the Registrar's Advisory Committee and, if upheld, will normally carry a minimum penalty of $50 and other disciplinary sanctions as deemed appropriate.

Refund or Forfeiture of Enrollment Deposit

Prior to Commencement of Classes

Withdrawal from the University at any time is official only upon written notice to the Dean of Student Life. A request to the Registrar for a transcript of credits shall neither be considered a notice of withdrawal from the University nor a cancellation of a Room and/or Board reservation.

A $300 enrollment deposit (advance partial payment) for fall semester is required during the preceding spring each year (by March 15 for continuing students and May 1 for transfers and new freshmen). The enrollment deposit is non-refundable and is forfeited if a student withdraws prior to the fall semester. Students not enrolled for a fall semester must pay the advance enrollment deposit for spring semester and are subject to the same refund and forfeiture schedule for the enrollment deposit as for those initiating the academic year's enrollment in the fall semester, i.e., the deposit is non-refundable and forfeited for withdrawal prior to the beginning of the spring semester.

Refund or Forfeiture of Tuition, Activity Fee, and Room and Board

In the event of an official withdrawal, except because of illness, or dismissal after registration day, a student may receive a partial refund as follows:

Tuition, Activity Fee, and Room Charges

Withdrawal before the end of the respective full week of classes —
1st Week — 75%
2nd Week — 50%
3rd Week — 25%

Refunds of tuition, activity fee, and room are not made after the end of the third full week of classes.

In the event of withdrawal because of illness or dismissal, refunds of tuition, activity fee, and room are based upon a 10% charge per week or part thereof of attendance.

Any inquiries regarding the determination of the refund or forfeiture of the above items should be addressed to the Controller, Box M, Denison University, Granville, Ohio 43023.

Board Charge

A pro rata refund of the Board charge is made following official withdrawal or dismissal from the institution as of the date the student ID card with meal ticket attached is returned to the Office of Student Life, based upon a schedule established each year.

Other Conditions

If a Freshman or Transfer Student withdraws after May 1 (March 15 for upperclass students) and before the first day of classes because of illness, does not attend another college, and plans to register for a subsequent semester, the enrollment deposit is to be held. If the student does not register during the following two semesters, the deposit is forfeited.

In the event of academic suspension at the end of a spring semester, the fall enrollment deposit (if applicable) is refunded less any outstanding charges.

The excess hours fee, fees for applied music lessons, or other course fees are not refunded after the fourth week in the case of a student withdrawing for any reason from a course or from the University. Fees for the seven-week equestrian classes are non-refundable in the case of a withdrawal after the second week of classes.

Motor Vehicle Policy

All students are required to register any vehicle present on the Denison campus. **Freshmen are not authorized to have motor vehicles unless special permission is authorized through the Office of Student Life and permission given by the Chief of Security and Safety.**

Safety Glasses Requirement

In accordance with the provisions of the state law (i.e. amended Sections 3313.643, 3743.52 and 3743.99 of the Revised Code of the State of Ohio [file No. 225], effective June 22, 1972):

All students enrolled in specified laboratory and studio courses in Art, Biology, Chemistry, Geology, Physical Education, Physics, and Theater and Cinema MUST wear "industrial quality eye protective devices at all times while participating or observing. . ." any of the laboratory or studio work.

The Ohio law (a copy of which is on file in the departments named above) is written in such a way that "industrial quality eye protective devices" means devices meeting the standards of the American National Standard Practice for Occupational and Educational Eye and Face Protection (Z87.1-1968) approved by the American National Standards Institute Inc., and subsequent revisions thereof, provided such revisions are approved and adopted by the State of Ohio Industrial Commission. In particular, the law specifies that "all impact resistant lenses must be capable of withstanding an impact test in which a five-eighths inch steel ball weighing approximately fifty-six hundredths of an ounce is dropped from a height of fifty inches upon the horizontal upper surface of the lens in the manner prescribed under the code of federal regulations, Title 21, Section 3.84."

Please note that eyeglasses normally supplied by your optician, optometrist, or ophthalmologist may be specified to be "impact resistant" and still not meet the precise specifications of the Ohio law, as quoted above.

Accordingly, students enrolled in the above departmental courses and who do not ordinarily wear glasses will — without exception — be required to purchase a pair of safety glasses meeting the above specifications. Such glasses will ordinarily be available in the Denison Bookstore, but may be purchased elsewhere. Students who already wear prescription lenses (either contact or otherwise) will also be required to wear safety glasses when in the laboratory, studio or work areas. These may be of a variety which cover their ordinary glasses or they may be a pair prepared according to the student's prescription and meeting the safety standards. The University has arrangements with a local supplier to furnish both kinds at prices which are both fair and competitive.

Breakage Fees

Although a record is kept of all breakage of glassware and equipment, students are not ordinarily charged for breakage amounting to less than $3 per laboratory course per semester. However, when the breakage in any one laboratory-semester is $3 or more, students will be billed directly by the Cashier's Office for the total amount of all breakage, including the first $3.

Additionally, students who fail to check out of a laboratory properly (either when dropping a course during a semester or at the regular check-out time at the end of a semester) will be charged a fee of $20, plus billing for all breakage, regardless of the amount. The policy on breakage fees applies to all lab courses in Chemistry, including directed studies, senior research, individual work for honors, and courses in physical education.

Financial Aid Information

Denison is strongly committed to enrolling highly-qualified students, regardless of their financial means. Since qualified, committed and involved students are the lifeblood of our university, we regard each one as an invaluable asset to Denison.

This year, Denison students are receiving almost $10 million in financial assistance from various sources. More than three-quarters of this amount is awarded from funds under our own direct control — meaning that we are well prepared to help you.

If you have any doubts about your family's ability to pay for a Denison education without help, don't hesitate. Apply for financial aid. Your request does not affect the decision of the Admissions Committee in any way, and we at the Financial Aid Office welcome the opportunity to help you and your family in planning for college.

Expenses and Billing

Denison's costs for the 1991-92 academic year are:

Tuition	$14,050
Room (double)	2,150
Board	1,830
Activity Fee	650

An optional health insurance program is available (currently $112), and a small damage deposit is required. In addition, we estimate that each student will spend about $450 for books and $600-1,200 on miscellaneous expenses in the course of the year.

Denison expects its students to be responsible for their own bills each semester. Financial aid awards are printed on the bill form. Semester payments are due by August 1 for the first semester and by December 15 for the second semester. It is possible to make four, rather than two, payments by paying a small service charge. The second payment for each semester is then due by November 1 and March 15, respectively.

A nonrefundable deposit of $250 is due each year by May 1 for freshmen and an enrollment deposit of $250 on March 15 for upperclassmen. The $250 is then credited toward the fall semester's bill.

Applying for Financial Aid

To apply for help in meeting the cost of a Denison education, pick up a Financial Aid Form (FAF) at your school's guidance office in December of your senior year. As early as possible (but after January 1), you and your parents should complete all four sides of the form and mail it to the College Scholarship Service (CSS) with instructions to forward a copy to Denison (code number 1164). Denison also requires that you apply for a federal Pell Grant by checking the appropriate box on the FAF, and to your state scholarship program if awards offered may be used at an Ohio institution. (In some states, you must use a separate form to apply for these grants. Ask your guidance counselor.)

Special application procedures are available for Early Decision admission applicants who need a financial aid decision before April. A brochure explaining this procedure is available from our Admissions Office.

The College Scholarship Service will analyze the financial information you submit and estimate the contribution you and your family can reasonably make toward the cost of a year's education. The CSS estimate is based on a formula called "Congressional Methodology" which assesses such factors as taxable and

non-taxable income, family size, unusual expenses, asset strength, and the costs incurred to educate other members of your family.

After computing your estimated family contribution, CSS will send an analysis of your financial need to Denison and any other colleges you designate. Generally, this information will reach Denison four to six weeks after you file.

Our Financial Aid Officers will carefully review your FAF and the CSS estimate of your need. We may request additional information from you directly and if you enroll we will request a copy of your family federal income tax return. On the basis of our review, we often adjust the CSS estimate of need.

We compute your need by comparing the total cost of attending Denison for one year (tuition, fees, room and board, books and personal expenses, and a travel allowance based on the distance from your home to Denison) with the fair contribution you and your family can make. The difference is your financial need.

If you meet our admissions standards, we want you to have a realistic opportunity to enroll here. When we make an offer of financial assistance, we offer funds from various sources to close the gap between Denison's cost and the amount you and your family can contribute. **In recent years we have been able to meet the full financial need of all enrolled applicants whose FAF reached us by the end of March.** When funding is insufficient to meet the needs of all candidates, those with the strongest admissions credentials will receive priority.

Types of Financial Aid

Financial aid awards normally consist of a "package" designed to meet your financial need. Depending on the amount of your determined need, your package will usually consist of three components — employment on campus, a loan, and a grant. Loans and employment are referred to as self-help. You are not obligated to accept the loan or work award. Normally, every financial aid applicant is asked to take out a loan. We view this loan as your investment in your future and expect you, rather than your parents, to repay this obligation after graduation. Of course, no repayments of grants are required. They may be deducted on your college bill. Campus employment cannot be deducted in advance because it must be earned.

The exact formula which will be used in putting together your financial aid package is determined by Denison's Admissions and Financial Aid Council (a group of administrators, faculty members, and students who formulate policies in this area). Packaging procedures are subject to annual review and revision. Presently, the first portion of a freshman's need is met by an educational loan from the Perkins Loan or Stafford Student Loan Program. The second portion of a freshman's need is met by on-campus employment of about 9 hours per week. Upperclass students are expected to work 10 to 11 hours per week. Any financial need that remains after "self-help" has been offered is met through grants of various kinds.

Campus Employment

Students who have been offered employment as part of their financial aid package receive preference in obtaining jobs on campus. Fifteen hours a week is the maximum number of hours you are normally allowed to work. Payment for most campus jobs ranges between $200 and $1,500 per year. Employment is available in the library, residence halls, computer center, Slayter Union, academic departments, administrative offices, physical plant, and the food service operation.

Denison participates in the Federal College Work Study Program. The money you earn through campus employment is generally used for your own personal expenses and for some second semester charges. Employment opportunities are listed with the Financial Aid Office, located on the third floor of Beth Eden House.

Loans

Your financial aid award may contain either a Perkins Loan or a Stafford Student Loan. Perkins Loans are made directly through Denison, while Stafford Student Loans are obtained through your local bank. These two loans are very similar in that there is no interest or repayment on the principal while the student is in school at least half-time. The interest begins to accumulate after graduation, five percent on a Perkins Loan and eight percent on a Stafford Student Loan. (These provisions are subject to change by the Congress of the United States.)

Grants

Denison awards grants both from our own funds and from outside sources. These grants amount to more than $7 million annually. We participate in the Pell Grant program, the Supplemental Educational Opportunity Grant (SEOG) program, the Ohio Instructional Grant (OIG) program, the Ohio Student Choice Grant Program and certain other state grant programs.

Renewal of Financial Assistance

Each year, because of changes in income and other family circumstances, we re-evaluate your financial need. Renewal applications are distributed in December or January of each year to students who will be returning to Denison the following September. Depending on Denison's cost and your family's situation, your need for assistance may vary from year to year. Completed renewal applications are due back in the Financial Aid Office by May 1.

Academic Scholarships and Other Aid Not Dependent on "Need"

Denison offers annually a limited number of academic scholarships for freshmen which are based on academic talent and personal merit and do not require a demonstration of financial need. These include the Faculty Achievement (full tuition), the Wells ($9,000), Heritage ($8,000), Founders ($8,000), National Achievement Scholar ($8,000), Battelle (half tuition), University ($6,000), Park National Bank ($2,000), Bob and Nancy Good ($1,500), Skipp Music ($1,000), and BancOhio ($1,000) scholarships. Denison also offers academic talent awards including the Tyree Scholarship of $8,000; Fisher and Meredith Scholarships of $6,000; and the National Merit Scholarship, which ranges in amount from $500 to $2,000 and includes a Founders Award for students sponsored by Denison University. The Admissions Office can give you further information on the availability of such awards to entering freshmen. Departmental and general scholarships of varying amounts are also available to selected students in the upperclass years, based on performance factors such as outstanding academic achievement. If you are eligible to be considered for such a scholarship, you will be either considered automatically or invited to apply.

In addition, employment on campus for jobs requiring specific experience or skills is available. And you may be eligible to obtain a Parent Loan (PLUS) through a lending institution in your home area.

Presently, for dependent students, a maximum of $2,625-$4,000 per academic year, or $17,250 for the entire undergraduate program, may be borrowed under the Stafford Student Loan Program, and there is no interest or repayment on these loans while you are in school at least half-time. All students must demonstrate need. Parents may also borrow up to $4,000 per year under the PLUS program. Repayment, including the variable percent interest charge begins 60 days after disbursement.

Endowed Scholarship Funds

The income from the following endowed scholarships is part of the Denison University Financial Aid Program and is available each year to Denison students on the basis of financial need, academic merit, and such other criteria as may be specified. Students must demonstrate need by filing a Financial Aid Form (FAF) to qualify for need-based scholarships.

Honor Scholarships

REID AND POLLY ANDERSON SCHOLARS Established 1985	Awarded to Juniors and Seniors majoring in the sciences
BATTELLE SCHOLARS PROGRAM Established 1977	Awarded to students of high leadership potential who reside in Central Ohio.
BANCOHIO ENDOWED SCHOLARSHIP Established 1982	Awarded to one outstanding student from Ohio in Denison's incoming freshman class each year.
DR. LAURA CRAYTOR BOULTON SCHOLARSHIP Established 1982	Awarded to one student who qualifies for work in Ethnomusicology.
GERTRUDE CARHARTT BRELSFORD MEMORIAL SCHOLARSHIP Established 1935	Awarded to Sophomores enrolled in courses of Music and Art.
KENNETH I. BROWN SCHOLARSHIP Established 1959	Awarded to Juniors or Seniors with high scholastic ability preparing for careers in education.
MARY HARTWELL CATHERWOOD SCHOLARSHIP Established 1937	Awarded to students who plan on making their living from writing.
CAROLINE WOODROW DECKMAN STUDIO ART SCHOLARSHIP Established 1968	Awarded to a student showing outstanding creative achievement in Studio Art.
KARL ESCHMAN SCHOLARSHIP Established 1977	Awarded to upperclass students in Music.
GEORGE K. GOULDING MEMORIAL SCHOLARSHIP Established 1964	Awarded to students in Music.
R. STANLEY AND JANET O. LAING SCHOLARSHIP IN THE DEPARTMENT OF ECONOMICS Established 1982	Awarded to students majoring in Economics who have an interest in the application of high technology to the advancement of Economics.
PHILIP E. LAMOREAUX SCHOLARSHIP Established 1976	Awarded to students majoring in the field of Geology.
J. BUDD LONG SCHOLARSHIP Established 1978	Awarded annually to the Editor-in-Chief of the Adytum and the Editor-in-Chief of the Denisonian
LEROY "ACE" MORGAN MEMORIAL SCHOLARSHIP Established 1946	Awarded to talented students in the field of Theatre Arts.

E. CLARK MORROW AND IRMA HUDSON MORROW PRE-LAW SCHOLARSHIP
Established 1962
Awarded to Senior students taking pre-law courses with the intention of entering law school after graduation.

PARK NATIONAL BANK SCHOLARSHIP
Established 1981
Awarded annually to incoming freshmen from Licking County and Central Ohio on the basis of outstanding academic performance.

PARK NATIONAL BANK SCHOLARSHIP
Established 1959
Awarded to students majoring in Economics.

PHI BETA KAPPA SCHOLARSHIP
Established 1963
Awarded to outstanding students.

JULIET BARKER SARETT SCHOLARSHIP
Established 1949
Awarded to students who show excellence in English and Dramatics.

CORA WHITCOMB SHEPARDSON SCHOLARSHIP
Established 1937
Awarded to students showing proficiency in courses in Art.

FRANCIS WAYLAND SHEPARDSON SCHOLARSHIP
Established 1937
Awarded to a student showing proficiency in courses of American History.

FLORA DODSON SKIPP SCHOLARSHIP
Established 1973
Awarded to gifted students in Music.

GAYLE INGRAHAM SMITH SCHOLARSHIP
Established 1967
Awarded to students majoring in violin or piano.

STEPHEN D. TUTTLE MEMORIAL SCHOLARSHIP
Established 1963
Awarded to a student designated as most worthy of the honor in Music.

JEANNE VAIL SCHOLARSHIP
Established 1979
Awarded to meritorious Fine Arts students.

MARGARET ANN WATKIN SCHOLARSHIP
Established 1974
Awarded as general scholarship for students in the Department of Biology.

ROY L. & REBECCA PORTER WELLS SCHOLARSHIP
Established 1985
Awarded to incoming Freshmen who anticipate majoring in a Science.

EDWARD A. WRIGHT THEATRE ARTS SCHOLARSHIP
Established 1962
Awarded to students showing special talent in Theatre Arts.

FRANK J. WRIGHT MEMORIAL SCHOLARSHIP
Awarded to Geology/Geography majors demonstrating outstanding scholarship at the end of the junior year.

Need-Based Preministerial Scholarship Funds

CHARLES EDWIN BARKER SCHOLARSHIP
Established 1949
Awarded to students preparing for the Ministry.

WILLIAM HOWARD DOANE SCHOLARSHIP
Established 1915
Awarded to students preparing for the Ministry.

M. E. GRAY SCHOLARSHIP
Established 1888
Awarded to students who have a call to the Ministry.

ABIGAIL T. HOUCK SCHOLARSHIP
Established 1899
Awarded to educate young men for the Baptist Ministry.

JOSHUA & GWENNIE JONES SCHOLARSHIP
Established 1915
Awarded to educate young men for the Baptist Ministry.

MARY KEOKEE MONROE SCHOLARSHIP
Established 1887
Awarded to students electing to enter the Baptist Ministry.

DAVID THATCHER SCHOLARSHIP
Established 1891
Awarded to needy young men studying for the Ministry.

Need-Based Scholarship Funds

THE GEORGE I. ALDEN SCHOLARSHIP Established 1986	Awarded to highly qualified but financially needy students.
ROBERT C. & CAROL G. ALEXANDER SCHOLARSHIP Established 1966	Awarded to students with financial need.
JOHN W. AND MARY ANDERSON ALFORD ENDOWED PROGRAM FOR INTERNATIONAL STUDENTS Established 1983	Support for international students with preference to those from the Far East.
ALUMNI MEMORIAL SCHOLARSHIP Established 1972	Awarded to students with financial need.
AMERICAN BAPTIST CONVENTION SCHOLARSHIP Established 1960	Awarded to students with financial need.
AMERICAN COMMONS CLUB SCHOLARSHIP Established 1970	Awarded to students with financial need.
TURPIN C. AND CHARLOTTE THOMAS BANNISTER SCHOLARSHIP Established 1989	Awarded to students with financial need who demonstrate significant academic promise and interest. Descendants receive preferential treatment.
EUGENE J. & MARGARET GOOCH BARNEY SCHOLARSHIP Established 1969	Awarded to students with financial need.
WILLIAM T. & MAUDE FIRTH BAWDEN SCHOLARSHIP Established 1964	Awarded to students with financial need.
ANNA B. BEATTIE SCHOLARSHIP Established 1966	Awarded to students with financial need.
BLANCHE D. BEATTIE SCHOLARSHIP Established 1962	Awarded to students with financial need.
JOHN W. BEATTIE SCHOLARSHIP Established 1962	Awarded to students with financial need.
FREDERICK P. & MARY T. BEAVER SCHOLARSHIP Established 1943	Awarded to students with financial need.
MARY F. & FRED W. BENJAMIN MEMORIAL SCHOLARSHIP Established 1959	Awarded to students with financial need.
ERNEST C. & MARIE T. BRELSFORD SCHOLARSHIP Established 1963	Awarded to students with financial need.
MILLARD BRELSFORD MEMORIAL SCHOLARSHIP Established 1951	Awarded to students with financial need.
MILLARD BRELSFORD SPECIAL SCHOLARSHIP Established 1967	Awarded to students with financial need who are members of the Baptist faith.
BRICKER SCHOLARSHIP Established 1972	Awarded to students with financial need.
SAMUEL B. BRIERLY MEMORIAL SCHOLARSHIP Established 1938	Awarded to students with financial need.
BURRITT JOHNSTON BROTHERTON MEMORIAL SCHOLARSHIP Established 1973	Awarded to students with financial need.
LESTER C. & NELL S. BUSH SCHOLARSHIP Established 1944	Awarded to students with financial need.

HAROLD AND MARY E. CAIN SCHOLARSHIP Established 1980	Awarded to students in Music.
CARNAHAN-JACKSON SCHOLARSHIP Established 1986	Awarded to highly academically qualified needy students majoring in the humanities with preference given to students from Jamestown and western New York area.
WELLS A. & CYNTHIA ALDRICH CHAMBERLAIN SCHOLARSHIP Established 1920	Awarded to students with financial need.
WILLIS A. & FRANCES W. CHAMBERLIN SCHOLARSHIP Established 1941	Awarded to students of high scholarship majoring in the Humanities.
DAVID A. CHAMBERS SCHOLARSHIP Established 1986	Awarded to students with financial need.
ENDOWED SCHOLARSHIP FOR CHEMISTRY MAJORS Established 1984	Awarded to a student with financial needs and academic excellence in science and mathematics and with scientific potential.
CLASS OF 1912 SCHOLARSHIP Established 1972	Awarded to students with financial need.
CLASS OF 1913 SCHOLARSHIP Established 1938	Awarded to students with financial need with preference to children of class members.
CLASS OF 1917 WAR MEMORIAL SCHOLARSHIP Established 1937	Awarded to students with financial need with preference to children of class members.
CLASS OF 1924 SCHOLARSHIP	Awarded to students with financial need.
CLASS OF 1926 SCHOLARSHIP Established 1976	Awarded to students with financial need.
CLASS OF 1927 SCHOLARSHIP Established 1977	Awarded to students with financial need.
CLASS OF 1928 SCHOLARSHIP Established 1928	Awarded to students with financial need.
CLASS OF 1929 SCHOLARSHIP Established 1939	Awarded to students with financial need with preference to children of class members.
CLASS OF 1932 50TH REUNION GIFT	Awarded to students with financial need.
CLASS OF 1934 ENDOWED SCHOLARSHIP FUND Established 1984	Awarded to students with financial need.
CLASS OF 1937 SCHOLARSHIP Established 1987	Awarded to students with financial need.
CLASS OF 1938 SCHOLARSHIP Established 1988	Awarded to students with financial need
ELIZABETH PLATT CLEMENTS SCHOLARSHIP Established 1975	Awarded to students with financial need.
EDWARD TAYLOR CLISSOLD MEMORIAL SCHOLARSHIP Established 1948	Awarded to students with financial need.
BLANCHE LEMERT COPELAND SCHOLARSHIP Established 1947	Awarded to students with financial need with preference given to students from Crawford County Ohio.
KATHLEEN S. AND FREDERICK C. CRAWFORD SCHOLARSHIP Established 1988	To provide financial assistance on the basis of scholarship and financial need with preference given to descendants of John and Martha Sturtevant Coolidge.

Scholarships

GERALDINE CROCKER SCHOLARSHIP Established 1968	Awarded to students in areas related to speech aid
LIONEL G. CROCKER ENDOWED SCHOLARSHIP Established 1988	Awarded to a rising senior majoring in Communication with demonstrated financial need.
ALBERT W. & IDA C. DAVISON SCHOLARSHIP Established 1981	Awarded to a Chemistry major with financial need who intends to enter the teaching profession.
JOHN H. DOYLE SCHOLARSHIP Established 1928	Awarded to worthy students from Toledo, Ohio.
MILTON P. ELBERFELD SCHOLARSHIP Established 1970	Awarded to students who have obtained a high level of achievement in both scholarship and athletics.
ELIZABETH S. EWART SCHOLARSHIP Established 1924	Awarded to students with financial need.
FRANK C. EWART MEMORIAL SCHOLARSHIP Established 1951	Awarded on the basis of financial need to students who are qualified Christians.
THOMAS EWART FUND SCHOLARSHIP Established 1977	Awarded to students with financial need.
MINNIE FARNER-MILLER SCHOLARSHIP Established 1958	Awarded to students with financial need.
LELIA MILWARD FIRTH SCHOLARSHIP Established 1962	Awarded to students with financial need.
RAY C. FISH SCHOLARSHIP Established 1961	Awarded to students with financial need.
DONALD R. FITCH SCHOLARSHIP Established 1988	Awarded to students with financial need with preference to members of Gamma Xi Chapter of Kappa Sigma Fraternity.
WALTER LEROY FLORY SCHOLARSHIP Established 1951	Awarded to a senior showing great promise of professional success and leadership based on scholastic record.
DORA A. FORSYTHE SCHOLARSHIP Established 1949	Awarded to students with financial need.
CLARENCE L. FOX MEMORIAL SCHOLARSHIP Established 1948	Awarded to students with financial need with priority to children or grandchildren of Clarence Fox.
ROBERT K. FOX SCHOLARSHIP Established 1945	Awarded to students with financial need.
OLIVE A. FRANZ MEMORIAL SCHOLARSHIP Established 1979	Awarded to students with financial need.
THE GAR FOUNDATION SCHOLARSHIP Established 1985	Awarded to needy, highly academically qualified students from the Akron area or N.E. Ohio.
GENERAL SCHOLARSHIP Established 1963	Awarded to students with financial need.
ROBERT AND NANCY GOOD SCHOLARSHIP FOR MINORITY STUDENTS Established 1984	Awarded to freshmen minority students with financial need.

STEVE R. GORDY AND PATRICIA LEONARD GORDY SCHOLARSHIP Established 1986	Awarded to two (2) students with financial need pursuing a course of study in the Humanities in the names of Steve R. and Patricia Leonard Gordy respectively.
DAVID E. GREEN MEMORIAL SCHOLARSHIP Established 1963	Awarded to students with financial need.
ARTHUR GREGORY MEMORIAL SCHOLARSHIP FUND Established 1984	Awarded to students with financial need.
VIRGINIA L. GRIGSBY SCHOLARSHIP Established 1986	Awarded to students with financial need.
G. O. GRISWOLD SCHOLARSHIP Established 1945	Awarded to students with financial need.
ROBERT F. & MARGARET E. HAMILTON SCHOLARSHIP Established 1988	Awarded to students with financial need.
DR. LAURA C. HARRIS SCHOLARSHIP Established 1990	Awarded to women with financial need in science, English and music.
DAVID C. & JUNE ROBION HAYNES SCHOLARSHIP Established 1981	Awarded to students with financial need.
PAUL E. HENDERSON SCHOLARSHIP Established 1973	Awarded to students with financial need.
ALBERT M. HIGLEY MEMORIAL SCHOLARSHIP Established 1971	Awarded to students with financial need.
DAVID TIN HLA MEMORIAL SCHOLARSHIP Established 1965	Awarded to students with financial need.
MASUO S. AND KIYO A. HOSHIDE MEMORIAL SCHOLARSHIP Established 1946	Awarded to students with financial need.
HUFFMAN ESTATE SCHOLARSHIP Established 1986	Awarded to students with financial need.
BLANCHE McCOY HUMPHREYS SCHOLARSHIP Established 1955	Awarded to students with financial need.
H. RHODES HUNDLEY MEMORIAL SCHOLARSHIP Established 1959	Awarded to students with financial need.
EMORY W. HUNT MEMORIAL SCHOLARSHIP Established 1951	Awarded to students with financial need.
STANLEY E. JOHNSON, JR. AND GAYE S. JOHNSON ENDOWED PRE-LAW SCHOLARSHIP Established 1984	Awarded to a junior with financial need with the desire to enter the practice of law.
JONES-MINIGER SCHOLARSHIP Established 1982	Awarded to students with financial need.
MARTIN LUTHER KING JR. MEMORIAL SCHOLARSHIP Established 1968	Awarded to Black students with financial need.
HERMAN L. & JOHN A. KLEIN SCHOLARSHIP Established 1966	Awarded to skillful first-year debaters.
A. BLAIR KNAPP MEMORIAL SCHOLARSHIP Established 1968	Awarded to students with financial need.
ALFRED W. LEVER — TRAVEL SCHOLARSHIP Established 1970	Awarded to students with financial need.
CHARLES T. LEWIS SCHOLARSHIP Established 1928	Awarded to students with financial need.

FRANK LONGABAUGH SCHOLARSHIP Established 1990	Awarded to students with financial need.
ALICE HUTCHISON LYTLE SCHOLARSHIP Established 1970	Awarded to students with financial need.
MARIMAC SCHOLARSHIP FUND Established 1982	Awarded to students with financial need with interest in the fine arts.
GWENDOLYN C. MARTIN SCHOLARSHIP Established 1974	Awarded to full- time students with financial need in Fine Arts with preference to students of Music.
MATTHEWS SCHOLARSHIP FUND Established 1964	Awarded to students with financial need.
JOHN & RUTH McCAMMON SCHOLARSHIP Established 1988	Awarded to students with financial need who are majoring in Biology
THOMAS S. McWILLIAMS II MEMORIAL SCHOLARSHIP Established 1983	Awarded to students with financial need.
ANDREW S. AND ANNA MEERIS MATTHEWSON SCHOLARSHIP Established 1987	Awarded to students with financial need.
MINORITY AND FOREIGN STUDENT SCHOLARSHIP Established 1988	Awarded to minority and foreign students with financial need.
BENJAMIN A. MOLLETT MEMORIAL SCHOLARSHIP Established 1986	Awarded to students with financial need with first preference to students from Sangamon County in central Illinois.
MALCOLM J. AND ELIZABETH O. MOSHIER SCHOLARSHIP FUND Established 1981	Awarded to students with financial need with preference given to physical education majors.
LESLIE B. MOSS SCHOLARSHIP Established 1950	Awarded to students of missionary ministerial parents.
ROURK J. "RORY" MULLEN SPORTS MEDICINE SCHOLARSHIP Established 1985	Awarded to students with financial need on the basis of academic promise with preference to student(s) intending to follow a career in Sports Medicine.
DAVID M. MUSCHNA MEMORIAL SCHOLARSHIP Established 1972	Awarded to students with financial need.
N. W. NEPTUNE SCHOLARSHIP Established 1942	Awarded to students with financial need.
LELIA NICHOLS SCHOLARSHIP Established 1972	Awarded to an Ohio resident who writes the best essay on the history of the State of Ohio.
LAVERNE NOYES FOUNDATION SCHOLARSHIP Established 1938	Awarded to descendants of World War I Army and Navy personnel.
FRANK C. ONSTOTT SCHOLARSHIP Established 1966	Awarded to students with financial need.
PEABODY INTERNATIONAL CORP. ENDOWED SCHOLARSHIP Established 1981	Awarded annually to students with financial need; first preference to members of Peabody International employee families.
RICHARD D. PERKINS MEMORIAL SCHOLARSHIP Established 1977	Awarded to students with financial need.
KENT A. PFEIFFER SCHOLARSHIP FUND Established 1979	Awarded annually to men/women student-athletes with financial need.

ALLEN T. PRICE MEMORIAL SCHOLARSHIP FUND Established 1983	Awarded to students with financial need with preference to history majors.
WELSH HILLS PRICES SCHOLARSHIP Established 1924	Awarded to students preparing for Christian service.
CHARLES W. PRINE AND FAMILY SCHOLARSHIP Established 1980	Awarded to students with high academic promise and financial need from a rural or farm area in Ohio or Pennsylvania.
READER'S DIGEST FOUNDATION SCHOLARSHIP Established 1965	Awarded to students with financial need.
BEULAH RECTOR MEMORIAL SCHOLARSHIP Established 1978	Awarded to students with financial need.
MARTHA GRACE REESE AND THEKLA R. SHACKELFORD THEATRE SCHOLARSHIP Established 1973	Awarded to Theatre-oriented students.
CAROL REED MEMORIAL SCHOLARSHIP Established 1983	Awarded to students with financial need.
CONRAD E. RONNEBERG SCHOLARSHIP Established 1956	Awarded to foreign students on the basis of financial need.
GEORGE M. AND HARRIETTE McCANN ROUDEBUSH SCHOLARSHIP Established 1943	Awarded to students with financial need with preference given to students who participate in athletics.
EDSON RUPP MEMORIAL SCHOLARSHIP Established 1961	Awarded to students with financial need.
JAMES B. SAYERS, JR. MEMORIAL SCHOLARSHIP Established 1970	Awarded to students with financial need.
MARTHA MONTGOMERY SCHURZ SCHOLARSHIP Established 1988	Awarded to students with financial need who are majoring in English
JAMES AND PAULINE PITTS SCOTT SCHOLARSHIP Established 1983	Awarded to students with financial need.
RICHARD C. AND LINDA G. SEALE SCHOLARSHIP Established 1988	Awarded to students to support summer course work at Duke University Marine Laboratory.
THOMAS R. SHEPARD MEMORIAL SCHOLARSHIP Established 1974	Awarded to students with financial need.
VINTON R. SHEPARD MEMORIAL SCHOLARSHIP Established 1963	Awarded to an English major on the basis of financial need.
ELIZA SMART SHEPARDSON SCHOLARSHIP Established 1939	Awarded to a woman student with major or general interest in Music, demonstrating financial need.
FRANCIS W. SHEPARDSON MEMORIAL SCHOLARSHIP Established 1944	Awarded to students with financial need.
GEORGE DeFREESE SHEPARDSON MEMORIAL SCHOLARSHIP Established 1969	Awarded to students in the field of Science on the basis of financial need.
HARRIET KING SHEPARDSON MEMORIAL SCHOLARSHIP Established 1969	Awarded to students in the field of English or Dramatics on the basis of financial need.
SHORNEY MEMORIAL SCHOLARSHIP Established 1938	Awarded to students with financial need.
ERI J. SHUMAKER MEMORIAL SCHOLARSHIP Established 1964	Awarded to students with financial need.

Scholarships

FRANKLIN G. SMITH SCHOLARSHIP Established 1957	Awarded to students with financial need.
LOREN E. & MILDRED M. SOUERS SCHOLARSHIP Established 1982	Awarded to students with financial need.
AMANDA SPERRY SCHOLARSHIP Established 1936	Awarded to students with financial need.
CHARLES W. STEELE MEMORIAL SCHOLARSHIP Established 1987	Awarded to a junior in Spanish with possible renewal senior year. Preference given to those with demonstrated financial need who plan a career in teaching.
HERBERT F. STILWELL SCHOLARSHIP Established 1937	Awarded to students with financial need.
MARY ANN SEARS SWETLAND MEMORIAL SCHOLARSHIP Established 1982	Awarded to students with financial need.
SURDNA FOUNDATION SCHOLARSHIP Established 1983	Awarded to students with financial need.
RICHARD SWARTSEL SCHOLARSHIP Established 1988	Awarded to students with financial need.
ELIZABETH TREMBLEY SWISHER SCHOLARSHIP Established 1970	Awarded to students with financial need.
THOMAS SCHOLARSHIP Established 1976	Awarded to students with financial need.
TRW SCHOLARSHIP Established 1990	Awarded to multicultural women with financial need who are Faculty Achievement Scholars.
RICHARD E. TRUMBULL MEMORIAL SCHOLARSHIP Established 1986	Awarded to incoming freshmen men/women scholar/athletes.
ESTELLE KING VAN BEUREN ENDOWED MEMORIAL SCHOLARSHIP FUND Established 1981	Awarded to men or women with financial need who as freshmen intend to major in music.
CHAPLAIN THOMAS B. VAN HORNE MEMORIAL SCHOLARSHIP Established 1959	Awarded to students with financial need.
S. RICHARD VAN HORNE MEMORIAL SCHOLARSHIP FUND Established 1983	Awarded to students with financial need with preference to descendents of S. Richard Van Horne and children of employees of Corrugated Supplies Corp.
DANIEL VAN VOORHIS SCHOLARSHIP Established 1928	Awarded to students with financial need.
VISUAL ARTS SCHOLARSHIP Established 1971	Awarded to aid needy and promising Art majors.
CHARLES GARDNER WATERS SCHOLARSHIP Established 1937	Awarded to students with financial need.
CHARLES G. & CLARA FERRIS WATERS SCHOLARSHIP Established 1937	Awarded to students with financial need.
EARL H. & IRENE L. WELLS SCHOLARSHIP Established 1962	Awarded to students with financial need.
CHARLES F. WHISLER & FAMILY SCHOLARSHIP Established 1936	Awarded to students with financial need.
CINDY WHITACRE '73 SCHOLARSHIP Established 1979	Awarded to a Junior or Senior majoring in German or French.

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ANNETTE LODGE WINTERS SCHOLARSHIP Established 1973	Awarded to foreign students on the basis of financial need.
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SAMUEL S. AND JEANETTE ALBIEZ DAVIS WORK SCHOLARSHIP	Awarded to student workers on the staff of Denison University primarily in facility renewal and grounds conservation and improvement.

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MARIA T. BARNEY MEMORIAL SCHOLARSHIP Established 1881	Awarded as scholarship to worthy young men of high moral character.
A. F. & A. A. BOSTWICK SCHOLARSHIP Established 1928	Awarded to students with financial need.
HENRY THURSTON CRANE SCHOLARSHIP Established 1937	Awarded to students with financial need.
DAVID & JANE HARPSTER SCHOLARSHIP Established 1897	Awarded to students with financial need.
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JOHN H. HISLOP MEMORIAL Established 1951	Awarded to students with financial need with first priority to male students.
A. BLAIR KNAPP MEMORIAL SCHOLARSHIP Established 1970	Awarded to student athlete preferably a basketball player with financial need.
EUGENIO KINCAID LEONARD SCHOLARSHIP Established 1882	Awarded to worthy male displaying high morals and scholarship.
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WILLIAM E. & ANNIE S. MILLER MEMORIAL SCHOLARSHIP Established 1960	Awarded to former Newark, Ohio student enrolling as Freshman.
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BETTY ANN ROBINSON ARBUCKLE SCHOLARSHIP Established 1961	Awarded to female student with financial need with good scholarship and who displays concern through campus service.
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B.A., M.A., Pennsylvania State U.

James McMillan (1991-), Asst. Professor of History
B.A., B.S., Valley City State; M.A., North Dakota State; Ph.D., Arizona State

Paula R. Melaragno (1983-), Research Scholar
B.S., U. of Cincinnati; Ph.D., Ohio State U.

Margaret Meriwether (1981-), Asso. Professor of History
B.A., Bryn Mawr; Ph.D., U. of Pennsylvania

Michael E. Mickelson (1969-), Professor of Physics
B.S., Ph.D., Ohio State U.

Elizabeth Gill Miller (1976-77, 1981-), Asso. Professor of Dance
B.F.A., Denison U., M.A.L.S., Wesleyan U.

John N. Miller (1962-), Professor of English
A.B., Denison U.; A.M., Ph.D., Stanford U.

Timothy I. Miller (1978-), Professor of Economics
B.S., Oklahoma College of Liberal Arts; M.S., Ph.D., Southern Illinois U.

Don Montgomery, Adjunct Faculty in Music (bass)
B.F.A., Ohio U.

Gordon W. Morrell (1990-), Asst. Professor of History
B.A., M.A., U. of Waterloo (Ontario); Ph.D., Michigan State U.
Charles J. Morris (1969-), Professor of Psychology
B.A., Denison U.; M.A., Ph.D., U. of Missouri
Juliana C. Mulroy (1977-), Asso. Professor of Biology
B.A., Pomona College; A.M., Ph.D., Duke U.
Patricia Y. Mumme (1985-), Asst. Professor of Religion
B.A., Wake Forest U.; Ph.D., U. of Pennsylvania
William W. Nichols (1966-), Professor of English
B.A., Park College; M.A., Johns Hopkins U.; Ph.D., U. of Missouri
Jeanne Z. Norton (1991-), Adjunct Faculty in Music (harp)
B.M., Cleveland Institute of Music
Joan M. Novak (1979-), Asso. Professor of Religion
B.S., U. of Nebraska; Ph.D., U. of Iowa
Charles O'Keefe (1975-), Professor of Modern Languages
B.A., St. Peter's College; Ph.D., Duke U.
William Osborne (1961-), Distinguished Professor of Fine Arts
B.Mus., M.Mus., D.A.Mus., U. of Michigan
Suzanne C. Page (1991-), Asst. Professor of Psychology
B.A., Reed College; M.A., Ph.D., Johns Hopkins U.
Caryl Palmer, Adjunct Faculty in Music (Suzuki piano)
B.M.E., Oberlin College; M.M.E., U. of Michigan
J. Gregg Parini (1987-), Asst. Professor of Physical Education
B.A., Kenyon College; M.A., Michigan State U.
Raleigh K. Pettegrew (1968-), Professor of Biology
B.A., Baldwin-Wallace College; Ph.D., Kent State U.
Keith W. Piper (1951-), Asso. Professor of Physical Education
A.B., Baldwin-Wallace College; M.A., Case Western Reserve U.
James R. Pletcher (1983-), Asso. Professor of Political Science
B.A., U. of Michigan; M.A., Ph.D., U. of Wisconsin
Mitchell M. Pote (1991-), Asst. Professor of Political Science
B.A., U. of Delaware; M.A., Ph.D., U. of North Carolina
David P. J. Przybyla (1985-), Asst. Professor of Pyschology
B.A., SUNY; M.S., Purdue U.; Ph.D., SUNY-Albany
Robert Raker, Adjunct Faculty in Music (bassoon)
B.A., M.D., Ohio State U.
L. Kaye Rasnake (1987-), Asst. Professor of Psychology
B.A., Concord College; M.A., Ph.D., Ohio State U.
Dennis Read (1979-), Asso. Professor of English
B.A., SUNY-Brockport; M.A., New York U.; Ph.D., U. of Wisconsin-Milwaukee
Ralf E. Remshardt (1991-), Asst. Professor of Theatre and Cinema
B.A., U. of Munich; M.A., Free U. of Berlin; Ph.D., U. of California, Santa Barbara
Lyn Robertson (1979-), Asst. Professor of Education
B.A., Denison U.; M.A., Northwestern U.; Ph.D., Ohio State U.
Kathryn Rohe (1989-), Asst. Professor of Theatre and Cinema
B.A., U. of Tennessee-Knoxville; M.F.A., U. of Wisconsin-Madison
Steve Rosenberg, Adjunct Faculty in Music (oboe)
B.M., Oberlin College
Yi-ling Ru (1989-), Asst. Professor of Modern Languages
B.A., Beijing Foreign Studies U.; M.A., SUNY-Fredonia; Ph.D., Pennsylvania State U.

Sandra Runzo (1986-), Asst. Professor of English
B.A., West Virginia U.; M.A., Ph.D., Indiana U.

Jack Rupp, Adjunct Faculty in Music (guitar)
B.M., Capital U.

Robert Rush (1991-), Instructor of Astronomy (part-time)
B.S.E.E., Lehigh U.; M.E.E., New York U.

Thomas K. Ryan (1991-), Adjunct Faculty in Music (saxophone)
B.S., Ohio Northern U., M.M., Ohio State U.

Karl Sandin (1989-), Instructor of Art
B.A., M.A., Rutgers U.

Ronald E. Santoni (1964-), Maria Theresa Barney Chair and Professor of Philosophy
B.A., Bishop's U. (Canada); M.A., Brown U.; Ph.D., Boston U.

Donald G. Schilling (1971-), Professor of History
B.A., DePauw U.; M.A., Ph.D., U. of Wisconsin

Thomas D. Schultz (1990-), Asst. Professor of Biology
B.A., U. of Chicago; Ph.D., U. of Texas

Lynn C. Schweizer (1973-), Asso. Professor of Physical Education
B.S., Ohio U.; M.A., Ohio State U.

Robert L. Shannon (1954-), Asst. Professor of Physical Education
B.A., Denison U.; M.A., Ohio State U.

Anne Shaver (1973-), Professor of English
A.B., U. of Kentucky; M.A., Northwestern U.; Ph.D., Ohio U.

Dorothy D. Sherling (1986-), Asso. Professor of Mathematical Sciences
B.S., Auburn U.; M.S., Ph.D., U. of Houston

Bhavani Sitaraman (1990-), Asst. Professor of Sociology/Anthropology
B.A., Stella Maris College (Madras, India); M.A., Ohio U.; Ph.D., U. of Massachusetts

Mitchell Snay (1986-), Asst. Professor of History
B.A., U. of Michigan; Ph.D., Brandeis U.

Rita E. Snyder (1973-), Professor of Psychology
B.A., U. of Michigan; Ph.D., Indiana U.

David S. Sorenson (1975-), Professor of Political Science
B.A., M.A., California State U. at Long Beach; Ph.D., Graduate School of International Studies, U. of Denver

L. Joy Sperling (1989-), Asst. Professor of Art
M.A., M.F.A, Edinburgh U.; Ph.D., U. of California-Santa Barbara

Jules Steinberg (1972-), Professor of Political Science
A.B., U. of California, Berkeley; M.A., Ph.D., U. of Wisconsin

Susan K. Stimmel (1989-), Asst. Professor of Physical Education
B.A., Temple U.; M.S., U. of Massachusetts

Charles J. Stoneburner (1966-), Lorena Woodrow Burke Chair and Professor of English
A.B., DePauw U.; B.D., Drew U.; M.A., Ph.D., U. of Michigan

R. Elliott Stout (1966-), Professor of Theatre and Cinema
B.A., M.A., Ph.D., Ohio State U.

Philip E. Stukus (1968-), Professor of Biology
B.A., St. Vincent College; M.S., Ph.D., Catholic U. of America

Bahram Tavakolian (1979-), Professor of Sociology/Anthropology
A.B., M.A., Ph.D., U. of California at Los Angeles

Barbara M. Thios (1976-), Instructor in Communication (part-time)
B.S., West Virginia U.; M.Ed., U. of Virginia

Samuel J. Thios (1972-), Professor of Psychology
B.A., Wake Forest U.; M.A., U. of Richmond; Ph.D., U. of Virginia

Van M. Tinkham (1987-), Asst. Professor of Theatre and Cinema
B.A., M.A., Indiana U.

Robert Titus, Adjunct Faculty in Music (clarinet)
B.A., M.A., Ph.D., U. of Iowa

Donald G. Tritt (1959-), Asso. Professor of Psychology
B.S., Ohio State U.; Ph.D., U. of Chicago

Harold Van Broekhoven (1991-), Asst. Professor of Religion
B.A., Wheaton College; Ph.D., Boston University

Mark van der Laan (1985-), Asst. Professor of Art
B.A., Calvin College; M.F.A., Ohio State U.

Annette Van Dyke (1990-), Asst. Professor of Women's Studies
B.A., Whitworth College; M.A., Eastern Washington U.; Ph.D., U. of Minnesota

Kathryn Vansant (1991-), Adjunct Faculty in Music (Suzuki violin)
B.S., Ball State U.; M.M., North Texas State U.

Steven M. Vogel (1984-), Asso. Professor of Philosophy
B.A., Yale U.; M.A., Ph.D., Boston U.

Whitney Walton (1992-), Asst. Professor of History
B.A., Middlebury; M.A., Ph.D., U. of Wisconsin-Madison

Keith Ward (1986-), Asst. Professor of Music
B.Mus, West Chester U.; M.M., D.M., Northwestern U.

Jill K. Welch (1986-), Asst. Professor of Modern Languages
B.A., Alma College; M.A., U. of Maine; Ph.D., Ohio State U.

Michael D. Westmoreland (1990-), Asst. Professor of Mathematical Sciences
B.A., Rice U.; B.A., U. of Minnesota; M.A., Ph.D., Ohio State U.

Josette Wilburn (1978-), Asso. Professor of Modern Languages
B.A., U. of Minnesota; M.A., Ph.D., Ohio State U.

Cornell Wiley, Adjunct Faculty in Music (jazz bass)
B.M., Chicago Conservatory of Music

Clarke L. Wilhelm (1962-), Professor of History
B.A., U. of Minnesota; M.A., Ph.D., Johns Hopkins U.

Mary Rose Williams (1991-), Asst. Professor of Communication
B.A., George Mason U.; M.A., Colorado State U.; Ph.D., U. of Oregon

Ilse Winter (1967-), Professor of Modern Languages
Diploma, U. of Kiel (Germany), M.A., Ph.D., Rutgers U.

Ronald R. Winters (1966-), Professor of Physics
A.B., King College; Ph.D., Virginia Polytechnic Institute

David O. Woodyard (1960-), Professor of Religion
B.A., Denison U.; M.Div., Union Theological Seminary; D.Min., Vanderbilt U.

Kok Fooi Yong (1991-), Instructor of Art (part-time)
B.A., Denison U.; M.A., Ohio State U.

Sandra Yorka (1978-), Asso. Professor of Physics
B.S., Mary Manse College; M.S., John Carroll U. (Physics); M.S., Ph.D., Ohio State U. (Astronomy)

FACULTY/STAFF EMERITUS AND EMERITA

Robert W. Alrutz (1952-90) Professor Emeritus of Biology
B.S., U. of Pittsburgh; M.S., Ph.D., U. of Illinois

K. Dale Archibald (1948-75) Professor Emeritus of Biology
B.A., Denison U.; B.D., Colgate-Rochester Divinity School; M.A., Ph.D., Ohio State U.

Joseph R. de Armas (1966-86) Professor Emeritus of Modern Languages
Teachers Diploma Havana Normal School; Ed.D., Ph.D., U. of Havana

Paul L. Bennett (1947-86) Professor Emeritus, Lorena Woodrow Burke Chair of English
B.A., Ohio U; M.A., Harvard U.

William Brasmer (1948-91) Professor Emeritus of Theatre and Cinema
B.A., M.A., Northwestern U.

John B. Brown (1952-90) Professor Emeritus of Chemistry
B.S., U. of Kentucky; Ph.D., Northwestern U.

Mary K. Campbell (1956-79) Lecturer Emerita of Art

G. Wallace Chessman (1950-51, 1953-82) Professor Emeritus of History
B.A., M.A., Ph.D., Harvard U.; Denison Alumni Chair

Lenthiel H. Downs (1947-80) Professor Emeritus of English
B.A., Tusculum College; M.A., Ph.D., U. of Iowa

Walter Eisenbeis (1961-91) Professor Emeritus of Religion
Staatsexamen Paedagogische Akademie Wuppertal (Germany); Ph.D., U. of Chicago

Milton D. Emont (1954-88) Professor Emeritus of Modern Languages
B.A., New Jersey State College, Montclair; M.A., Middlebury College; Ph.D., U. of Wisconsin

Felicitas D. Goodman (1969-79) Associate Professor Emerita of Sociology/Anthropology
Diploma, U. of Heidelberg (Germany); M.A., Ph.D., Ohio State U.

Charles E. Graham (1953-80) Professor Emeritus of Geology and Geography
B.S., M.S., Washington State U.; Ph.D., U. of Iowa

Arnold Grudin (1953-86) Professor Emeritus of Mathematical Sciences
B.A., New York U.; M.A., Columbia U.; Ph.D., U. of Colorado

Elizabeth Hartshorn (1957-72) Professor of Personnel Psychology and Dean of Women Emerita
B.S., Connecticut College; M.A., Columbia U.; Ed.D., U. of California at Los Angeles

Robert R. Haubrich (1962-88) Professor Emeritus of Biology
B.S., M.S., Michigan State U.; Ph.D., U. of Florida; Denison Alumni Chair

Eric E. Hirshler (1959-1989) Professor Emeritus of Art
B.A., Bowdoin College; M.A., Ph.D., Yale U.

George R. Hunter (1954-86) Professor Emeritus of Music
B.F.A. (Music Ed), B.F.A., M.F.A. (Music), Carnegie-Mellon U.

Horace King (1931-72) Professor Emeritus of Art
A.B., A.M., Ohio State U.

Richard Kraus (1966-1991) Professor Emeritus of English
A.B., A.M., U. of Michigan; Ph.D., Stanford U.

Herman W. Larson (1944-76) Associate Professor Emeritus of Music
A.B., Augustana College (S.D.)

Nancy E. Lewis (1946-76) Professor Emerita, Lorena Woodrow Burke Chair of English
A.B., Denison U.; M.A., Duke U.; Ph.D., Ohio State U.

Parker E. Lichtenstein (1949-78) Professor Emeritus of Psychology
B.S., M.S., U. of Massachusetts; Ph.D., Indiana U.

Richard H. Mahard (1941-80) Professor Emeritus of Geology and Geography
A.B., Eastern Michigan U.; M.A., Ph.D., Columbia U.

Richard Markgraf (1966-90) Professor Emeritus of Communication
B.S., M.S., Ph.D., U. of Wisconsin

Kenneth B. Marshall (1953-91) Professor Emeritus of English
A.B., M.A., Ph.D., U. of Michigan

James L. Martin (1957-85) Professor Emeritus of Religion
B.A., Oklahoma City U.; B.D., Ph.D., Yale U.

Irving E. Mitchell (1949-77) Professor Emeritus of Sociology/Anthropology
A.B., Gordon College; M.A., U. of New Hampshire; Ph.D., Boston U.

Charles B. Maurer(1971-1991) Director Emeritus of the Denison Libraries
B.A., A.M.L.S., U. of Michigan; M.A., Ph.D., Northwestern U.

Gail R. Norris (1949-51, 1959-84) Professor Emeritus of Biology
B.S., Ohio U.; M.S., Ph.D., Ohio State U.

Virginia C. Northrop (1952-75) Associate Professor Emerita of Dance
B.A., William Smith College; M.A., Sarah Lawrence College

Louis Petito (1953-79) Controller Emeritus
B.A., Princeton U.; C.P.A.

Norman H. Pollock, Jr. (1948-74) Professor Emeritus of History
A.B., Denison U.; A.M., Harvard U.; Ph.D., U. of Pennsylvania

W. Neil Prentice (1957-90) Professor Emeritus of Mathematical Sciences
A.B., Middlebury College; A.M., Brown U.; Ph.D., Syracuse U.

Fred L. Preston (1949-79) Professor Emeritus of Modern Languages
A.B., Ohio U.; A.M., Harvard U.; Ph.D., Ohio State U.

Mattie E. Ross (1952-85) Professor Emerita of Physical Education
B.S.Ed., Central Missouri State College; Ed.M., U. of Missouri; Ph.D., Ohio State U.

Samuel D. Schaff (1948-78) Professor Emeritus of Education
B.A., Denison U.; M.A., Ohio State U.; Ph.D., Columbia U.

Lee O. Scott (1952-79) Professor Emeritus of Religion
B.A., Occidental College; B.D., Union Theological Seminary; Ph.D., Yale U.

Walter T. Secor (1940-75) Professor Emeritus of French
A.B., Grinnell College; M.A., Ph.D., Columbia U.

LeRoy G. Seils (1963-79) Professor Emeritus of Physical Education
B.A., Denison U.; Ed.M., Ed.D., Boston U.

Wyndham M. Southgate (1946-75) Professor Emeritus of History
B.A., M.A., Ph.D., Harvard U.

Dwight R. Spessard (1953-81) Professor Emeritus, Wickenden Chair of Chemistry
B.S., Otterbein College; Ph.D., Case Western Reserve U.

Beatrice P. Stephens (1947-84) Director Emerita of Alumni Affairs
A.B., Lawrence U.

Andrew Sterrett (1953-90) Professor Emeritus of Mathematical Sciences
B.S., Carnegie Inst. of Technology; M.S., Ph.D., U. of Pittsburgh

Morton B. Stratton (1943-76) Professor Emeritus of History
B.A., Tufts U.; Ph.D., U. of Pennsylvania

Ferris Thomsen Jr. (1965-90) Assistant Professor Emeritus of Physical Education
B.S., U. of Pennsylvania

Donald M. Valdes (1953-88) Professor Emeritus of Sociology/Anthropology
B.A., New Jersey State College, Montclair; M.A., George Peabody College; Ph.D., Ohio State U.

Elizabeth C. VanHorn (1953-83) Professor Emerita of Physical Education
B.S.Ed., Miami U.; M.S., Wellesley College; Ph.D., Ohio State U.

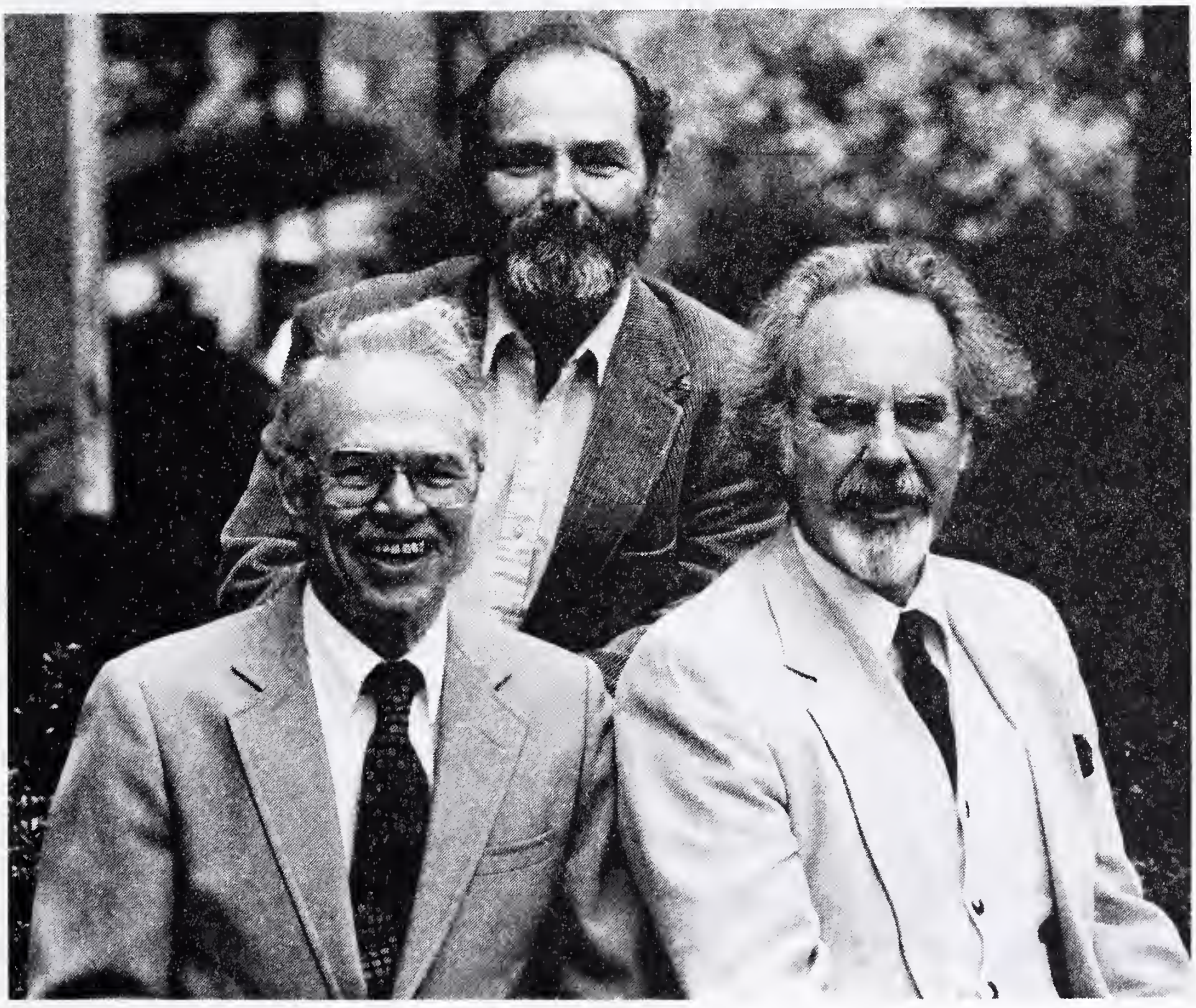
Charlotte F. Weeks (1944-74) Director of Admissions Emerita
B.A., Denison U.; M.A., Columbia U.

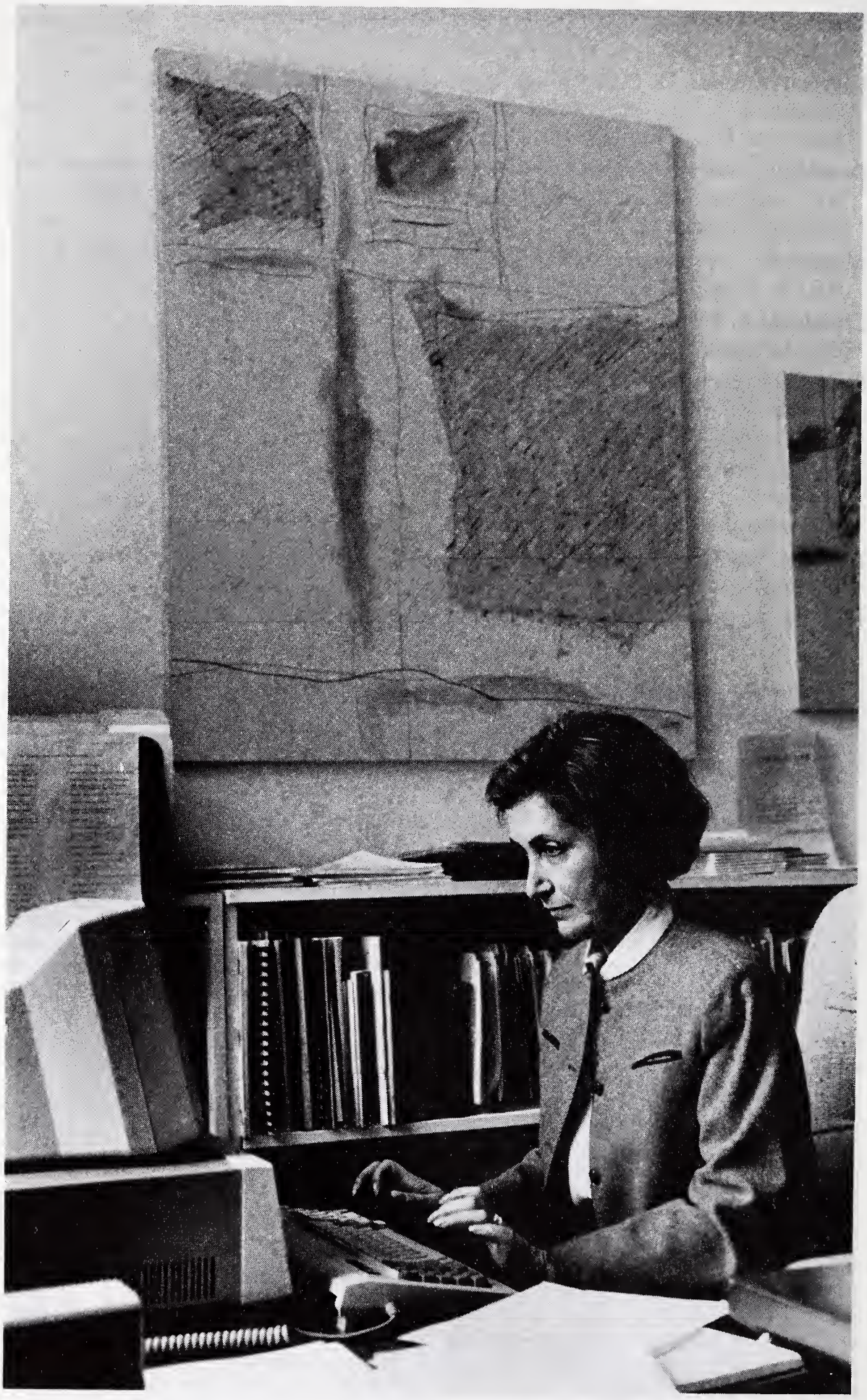
Marion Wetzel (1946-86) Professor Emerita of Mathematical Sciences, Benjamin Barney Chair of Mathematics
A.B., Cornell College; M.A., Ph.D., Northwestern U.

Samuel C. Wheeler (1948-78) Professor Emeritus, Henry Chisholm Chair of Physics
A.B., Miami U.; M.S., U. of Illinois; Ph.D., Ohio State U.

Peter B. Wieliczko (1966-1991) Treasurer Emeritus
B.S., Babson College

Irvin S. Wolf (1954-76) Professor Emeritus of Psychology
A.B., Manchester College; M.A., Ph.D., Indiana U.





ADMINISTRATION

Senior Staff

Michele Tolela Myers, 1989- President
Diplome, U. of Paris; M.A., Ph.D., U. of Denver

C. Keith Boone, 1986- Associate Dean of the College
B.A., St. Meinrad College; M.A., Indiana U.; Ph.D., Emory U.
William W. Dennett, Dean of Admissions and Financial Aid
B.A., M.Ed., St. Lawrence University
Amy G. Gordon, 1968- Dean of the College
B.A., Connecticut College; M.A., Ph.D., U. of Chicago
J. Leslie Hicks, Jr., 1968- Vice President of Finance & Management
B.A., Gettysburg College; M.S., Bucknell U.
Mary Jane McDonald, 1976- Vice President of University Resources & Public Affairs
B.A., Denison U.
Charles J. Morris, 1969- Provost
B.A., Denison U.; M.A., Ph.D., U. of Missouri
Catherine S. Pearson, 1990- Assistant to the President and Secretary to the Board of Trustees
B.A., Gettysburg College; M.A., Bryn Mawr College; Ph.D., Johns Hopkins University
Alexander F. Smith, 1980- Dean of Student Life
B.A., Denison U.; M.S., Ohio U.; Ph.D., Ohio State U.

Academic Services

Patti Brown, 1991- Assistant Dean of Academic Services and Coordinator of International Programs
B.A., Hope College
Judith Porter , 1991- Assistant Dean of Academic Services
B.M., Baldwin-Wallace College; M.M., New England Conservatory
Theron P. Snell, 1987- Assistant Dean of Academic Services
B.A., Albion; M.A., U. of Minnesota

Admissions

Mitch Barnes, 1989- Assistant Director of Admissions
B.A., Bethany College
Randall S. Beachy, 1988- Associate Director of Admissions
B.A., McMurry College; M.S., Miami U.
Elizabeth A. Clark, 1990- Admissions Counselor
B.A., Denison U.
Angela Griffin, 1990- Assistant Director of Admissions, Coordinator of Multicultural Recruitment
B.S., Ohio U.
Sarah H. Leavell, 1989- Assistant Director of Admissions
A.B., Mt. Holyoke College

Stuart R. Oremus, 1987- Associate Director of Admissions
B.A., U. of Arizona; M.E.D., Harvard U.
Perry H. Robinson, 1988- Associate Director of Admissions
A.B., Ripon College; M.S., U. of Wisconsin
Janet T. Schultz, 1990- Assistant Director of Admissions
B.A., University of Chicago; M.A., U. of Texas-Austin

Affirmative Action

Lisa L. Ransdell, 1988- Director of Affirmative Action and Women's Programs
B.A., M.A., Ph.D., Ohio State U.

Athletics, Physical Education & Recreation

Larry Scheiderer, 1991- Director of Athletics, Physical Education & Recreation
B.S., Ohio U.; M.A., Central Michigan U.; Ph.D., Ohio U.

John R. Hire, 1974- Sports Information Director
B.S., Ohio State U.
Jim D. Kantor, 1989- Assistant Athletic Trainer
B.A., Denison U.; M.S., Ohio State U.

Bookstore

To be announced, Manager of Bookstore

Career Development Center

Mary E. Schilling, 1987- Director of Career Development Center
B.A., Southern Illinois U.; M.A. Northwestern U.

Kerri Day, Assistant Director of Career Planning
B.S., Pittsburg State U.; M.S., Indiana State U.

College Union/Slayter

Lorraine Wales, 1975- Director of College Union, Cultural Events and Campus Activities

John M. Berry, Program Coordinator and Activities Adviser

Computer Center

Joseph L. Fleming, 1987- Director of Computer Center
B.A., Albion College; M.A., Ph.D., U. of Michigan

John Brown, 1988- Academic Software Specialist
B.S., U. of Kentucky; Ph.D., Northwestern U.

Judith deVore, 1988- Assistant Director for Administrative Computing
B.S., M.A., U. of Oregon
James E. Freeman, 1976- Associate Director for Academic Computing
B.A., California State U.; M.A., Ph.D., Bowling Green State U.

Counseling Center

Jeffrey W. Pollard, 1982- Director of Counseling and Health Services
B.S., M.S., Old Dominion U.; Ph.D., U. of Virginia, Charlottesville

Shirley J. Lange, 1988- Assistant Director of Health Services
B.A., Sangamon State U.; M.A., Western Michigan U.; Ph.D., U. of Kentucky
Nancy E. Sherman 1989- Counselor/Subtance Abuse Coordinator
B.A., State U. of New York-Oswego; M.A., Bowling Green State U.

Dining Services

William J. Clapp, 1988- Food Service Director

Finance & Management

Seth Patton, 1979- Director of Finance
B.S.Ed, M.S.Ed, Bowling Green State U.

Debra L. Stickley, 1986- Manager-Financial Services
B.S., M.B.A., Bowling Green State U.
Cathy M. Untied, C.P.A., 1991- Controller
B.S., Miami U.
Gwendolyn Williams, 1949- Assistant Controller

Financial Aid & Student Employment

Marilyn A. Gilbert, 1981- Director of Financial Aid and Student Employment
B.S., Michigan State U.

Barbara L. Lucier, 1983- Associate Director of Financial Aid/Coordinator of Student Employment
B.A., Beloit; M.A., Purdue U.

Grants Writer

Nancy A. Reiches, 1991- Grants Writer
B.A., M.A., U. of Colorado; Ph.D., Ohio State U.

Health Center

Charles Marty, 1990- Medical Director and University Physician
B.S., Ohio State U.; M.D., Ohio State U.

Learning Resource Center

Dennis M. Read, 1984- Director of the Learning Resources Center
B.A., SUNY, Brockport; M.A., New York U.; Ph.D., U. of Wisconsin, Milwaukee

Library

David M. Pilachowski, 1991- Director of Libraries
B.A., U. of Vermont; M.L.S., U. of Illinois

Che Gil Chang, 1971- Deputy Director
B.A., M.A., Seoul National U. (Korea); M.L.S., George Peabody College

Earl Griffith, 1989- Assistant Reference Librarian
B.A., Morehead State U.; M.L.S., U. of Kentucky; M.A., Bowling Green State U.

Emily G. Hoffmire, 1990- Assistant Reference Librarian
B.A., Hiram College; M.S.L.S., U. of Tennessee-Knoxville

Joann Hutchinson, 1981- Head of Reference
B.A., M.L.S., Indiana U.

Mary Prophet, 1980- Reference Librarian
B.S., Alabama College; M.S., Wichita State U.; M.L.S., Kent State U.

Multicultural Affairs

Betty Lovelace, 1990- Director of Multicultural Affairs
B.S., M.S., AT&T State U.; Ed.D., VPI & State U.

Personnel Services

William C. Acklin, 1976- Director of Business Operations
B.S., Ohio State U.; M.B.A., U. of Dayton

Norma S. Franklin, 1974- Manager of Personnel Services
A. App. Bus., Central Ohio Technical College; B.A., Ohio Dominican College

Physical Plant

William J. Sharp Jr., 1969- Director of Physical Plant
B.S., Drexel Inst. of Technology

Purchasing

Veronica M. Hintz, 1990- Director of Purchasing

Registrar

Larry R. Murdock, 1971- Registrar
B.A., Waynesburg College; M.A., Ohio U.

Religious Life

Michael A. Snyder, 1989- Dean of Religious Life
B.A., U. of Evansville; Th.M., Boston U.; D.Min., Christian Theological Seminary

G. Michael Gribble, 1990- Roman Catholic Chaplain
B.A., M.A., Ohio State U.; M.Div., Catholic U. of America
Elizabeth Kalef, 1989- Jewish Hillel Adviser
B.A., Ohio State U.
David O. Woodyard, 1960- Adjunct Chaplain
B.A., Denison U.; M.Div., Union Theological Seminary; D.Min., Vanderbilt Divinity School

Residence Halls/Summer Conferences

Michael O. Frazier, 1983- Director of Auxiliary Enterprises
B.A., M.S., Northern Illinois U.

David Altepeter, 1987- Manager of Residence Hall Services & Summer Conference Program
B.S., M.S., Indiana State U.

Security and Safety

Frank A. Abele, 1979- Chief Security and Safety Officer
B.S., Park College

Student Life

Diane E. Whaley, 1989- Associate Dean of Student Life
B.S., M.S., U. of Rhode Island
To be announced, Assistant Deans of Student Life

University Resources and Public Affairs

Lyn B. Boone, 1988- Director of Constituent Relations
A.B., M.A., Indiana U.
Carol H. Bradley, 1980- Director of Prospect Research and Information Management
B.A., M.A., U. of Rhode Island
Jonathan Bridge, 1990- Director of the Annual Fund
B.A., Denison U.
Stewart B. Dyke, 1983- Director of Public Affairs
B.J., U. of Missouri
Roberta J. Falquet, 1989- Associate Director of Annual Programs
B.S., Bowling Green State U.
Thomas B. Martin, 1970- Director of Campaigns
B.A., Denison U.
Marion M. Massa, 1989- Associate Director of Research
B.A., Denison U.
Fleur W. Metzger, 1986- Publications Editor
B.S., Northwestern U.

Megan E. Morey, 1989- Assistant Director of Annual Programs
B.A., Ohio Wesleyan U.
J. Phil Samuell, 1986- Associate Director of Public Affairs
B.A., Marshall U.
William J. Seegers, 1981- Director of Development
B.A., Hampden-Sydney College; M.A., Princeton U.
Robert G. Seith, 1978-84, 1989- Advancement Communications Manager
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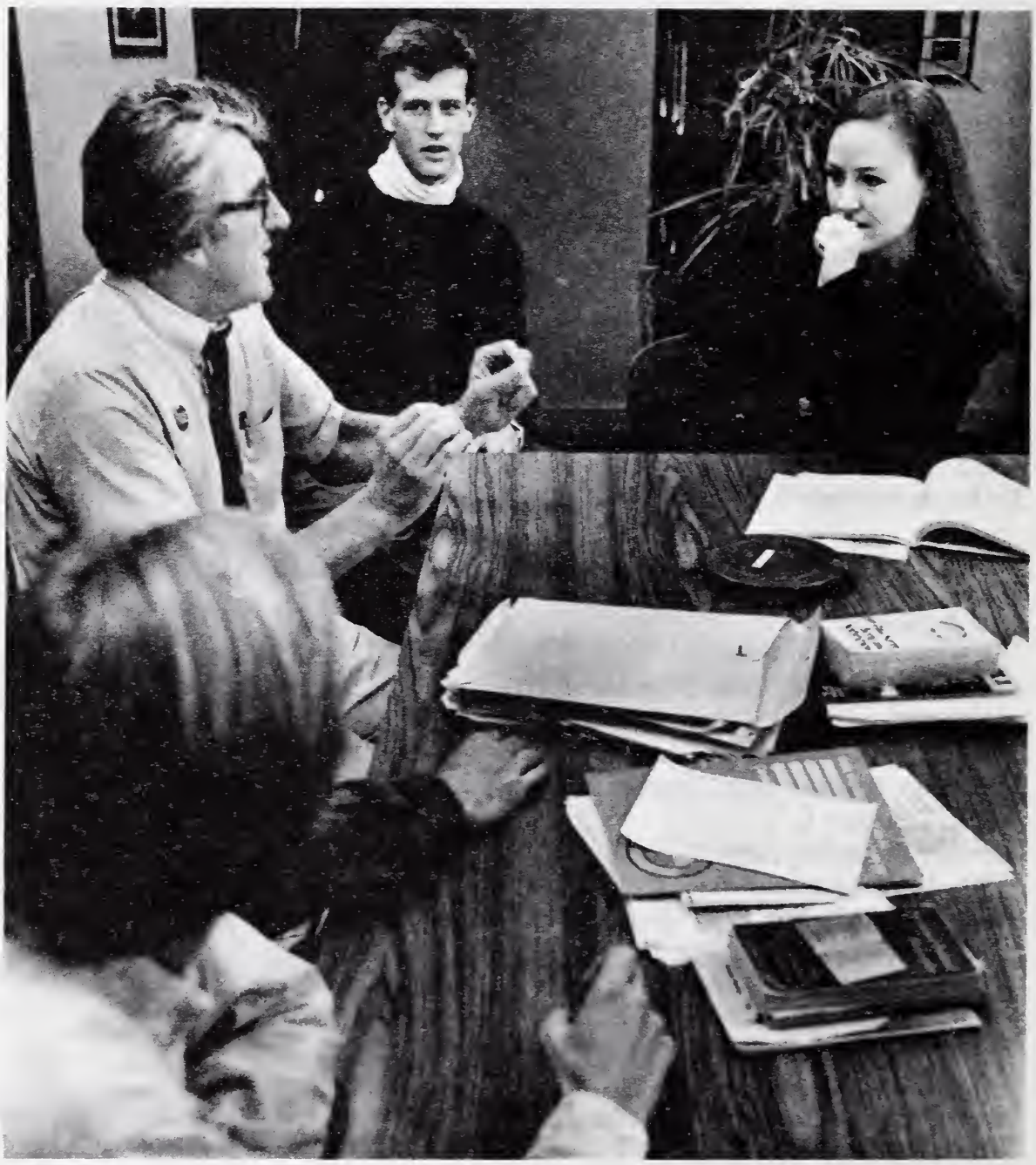

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